

Assessment policy

Fairstead Community Primary & Nursery School



Approved by:	Standards & Monitoring	Date: March 2021
Last reviewed on:	March 2021	
Next review due by:	See Policy Log	

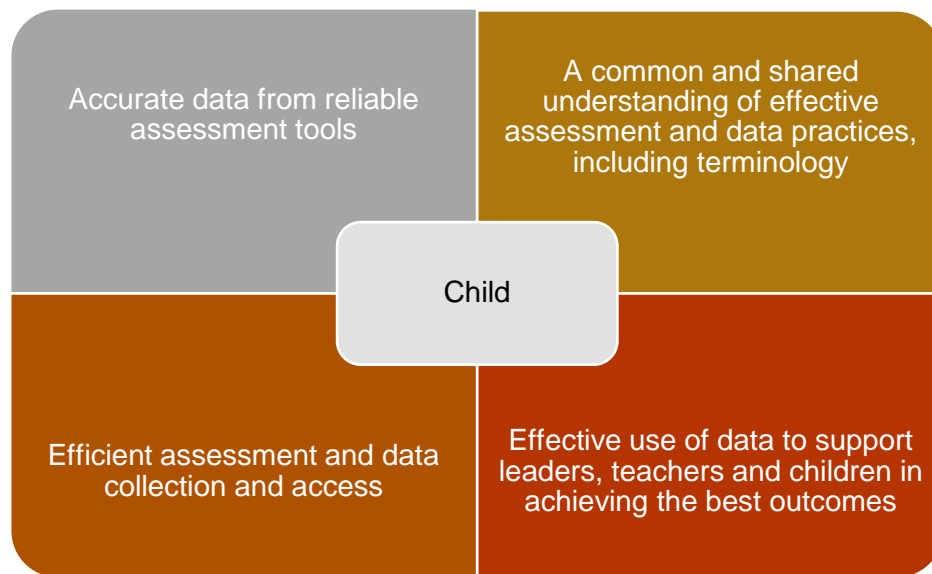
1. Aims

This policy must be read in conjunction with Fairstead Community Primary and Nursery Schools Feedback and Marking policy which details the formative assessment procedures that are used in school.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

The policy is underpinned by the following aims:



2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

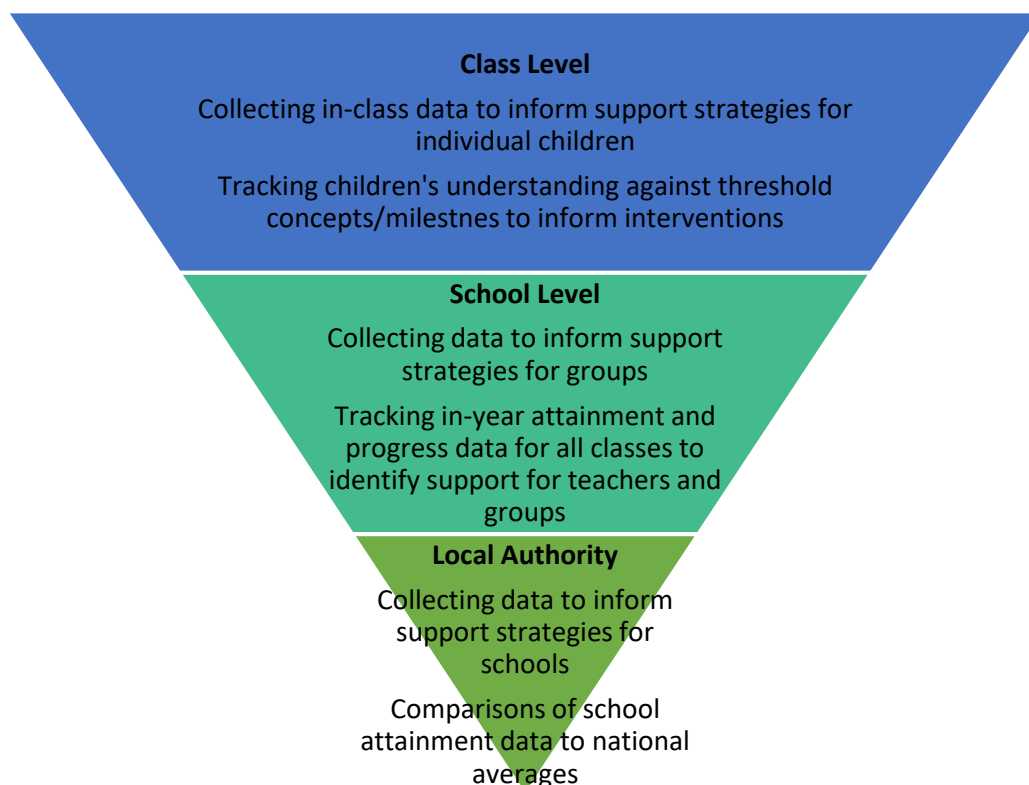
3. Principles of assessment

'Support' is a key value underpinning the assessment and data policy, and the primary motivation for collecting data is to inform decisions around appropriate support mechanisms for leaders, teachers, vulnerable groups and individual children.

The following principles apply to our use of data and assessment:

- Any data prioritised for collection must be meaningful and useable
- any data collected must be used to inform support systems and practices
- there must be a clear and evidenced link between collected data and implemented strategies.

There are three primary audiences for data collection, each with differing needs.



4. Assessment approaches

Standardised assessments

Expectations

- NTS standardised assessments for Reading and Maths in all year groups during assessment weeks towards the end of each term
- Summer assessment from the previous year will be used as a baseline

Rationale

The use of standardised assessments facilitates the collection of data that reflects performance in relation to a large sample of national data. This ensures that the data collected for use by school leaders, and teachers provides a useful indication of children's' progress and can be used to identify meaningful support structures through pupil progress meetings.

Termly assessments provide a useful checking point to gauge progress over consolidated portions of the curriculum. These check points allow sufficient time for support to be put in place for Children, groups and staff.

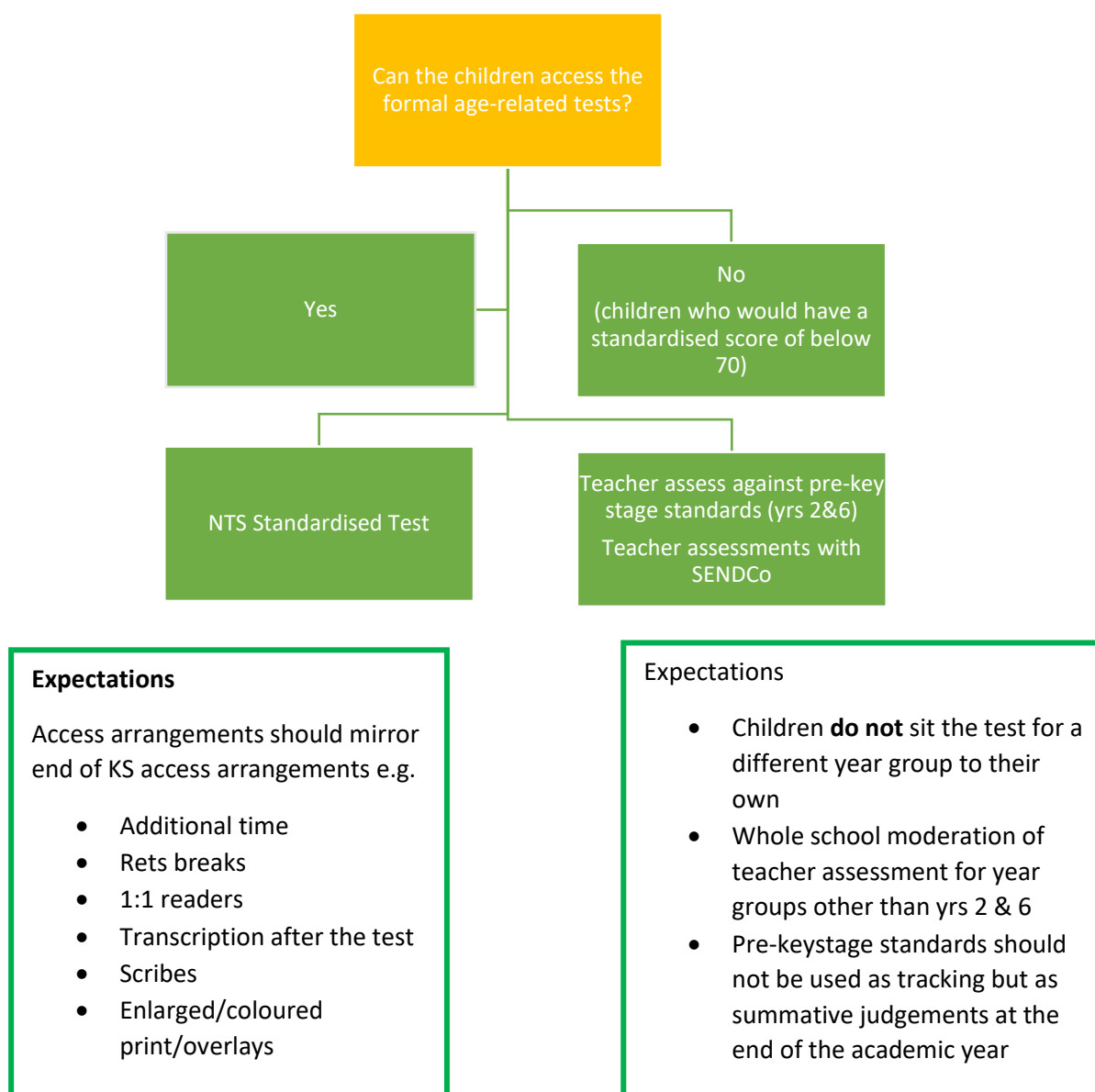
Performance indicator groupings and tests scores

Data collection will focus on the proportions of children in each year group that fall in to the following performance indicator groupings:

- Greater Depth (GD)
- At or above the expected standard (EXP+)
- Working towards the expected standard (<EXP)
- Significantly below the expected standard (Sig <EXP)

For the NTS standardised assessments, the boundary for each group equates to the standardised test scores as indicated in the appendices.

5. Arrangements for children with SEND



Engagement Model

The engagement model must be used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study. Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics. The pre-key stage standards must be used for statutory assessment at the end of [KS1](#) and [KS2](#) for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study.

Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social

and emotional development. In addition, these pupils are likely to experience at least one or more of the following:

- Significant Sensory impairment
- Significant communication impairment
- Significant motor impairment
- Complex medical needs
- Dependencies on technology

6. Test administration

Tests should be administered under test conditions. This means that:

- Children should do the tests individually and independently (as much as is possible)
- Children should not have access to notes, textbooks or workbooks to help them to answer questions
- Children in Years 1, 3, 4 and 5 can use resources (e.g. rulers, manipulatives) that they would use regularly during lessons.
- All staff are actively engaged and available to support children throughout the test

2. Additional support:

Teachers must be sensitive to the anxiety that some children experience about tests and ensure that as little fuss as possible is made about the tests (both before, during and after). Also, the main focus of this testing process is to assess the children's understanding. As such, children who struggle with testing conditions and processes must be adequately supported to ensure that the tests do not cause undue stress and so that the testing process does not interfere with the assessment of their understanding. With this in mind, normal support procedures should be applied, including:

- Additional time
- Questions and text read to children

3. There is no expectation for:

- Learning environment to be covered up or pulled down
- Classrooms to be rearranged and/or children to be seated in rows (if this is not a normal arrangement)
- All tests for all year groups to be conducted at the same time ('test week' scenario)
- Large numbers of adults to be allocated to work with children grouped in small groups.

7. EYFS Assessment

In EYFS we use a range of assessment tools to assess children's development and progress such as:

- Revised EYFS Early Outcomes statements for the Prime and Specific areas of learning
- Tapestry online learning journal to gather evidence and assess against the prime and specific areas of learning.

The Revised EYFS Early Outcome statements support us in being able to assess children's progress and identify next steps in their learning for the seven areas of learning and development. It also helps us to evaluate the provision, celebrate achievements and plan for

improvements. All our teaching is based on our knowledge of the children's current learning, interests and developmental stage.

This knowledge is gathered and continually updated through a variety of on-going assessments, which take the form of:

- Initial baseline assessment (completed after 5 weeks of Reception)
- Daily observations collected using Tapestry Learning Journal
- Termly 'Child of the Week' focus weeks when long observations are undertaken.

Parents and carers are also encouraged to add observations from home to their child's Tapestry Learning Journal, staff can then apply assessment criteria to these.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

- All children should receive a minimum of 1 short observation per week which is added to their Tapestry Journal.
- Next steps are to be identified by the child's key person via Tapestry and actions to meet these implemented in CP/ direct teaching.
- 1 long observation per child per term (3 per year) this should be 15-20 minutes in length.
- Observations should be focused and show what the child has learnt/ is learning- think about the INTENT, IMPLEMENTATION and IMPACT.
- Baseline assessments to be completed 5 weeks after starting in Reception (Autumn 1). Assessments will also be completed during designated assessment weeks in Autumn 2, Spring 2, Summer 2.
- During assessment week all children should be assessed individually using development matters statements to identify correct age band. Activities are to be planned to assess these areas and Tapestry observations should support judgements.
- RWI assessments are to be completed separately and as advised by the reading lead (D. Chivers)