



Federation Of Abbey Schools

Assessment Policy

Date of Issue: February 2023

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Assessment Policy

Rationale

Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” *Assessment for Learning Reform Group 2012*

The purpose of assessment

We assess so that:

- We know what children know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all children.
- We can identify children who are working below their age related expectations and therefore plan support to close the gap with their peers.
- We can identify children exceeding their age related expectations and therefore plan work to extend them further.
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.

Statutory Assessments

- EYFS Baseline- the children will be assessed on entry into Reception and again at the end of the year using the Foundation Stage Profile. Throughout the year children are assessed in the reception class where staff will add information to a Learning Journal for each individual.
- Year One phonics check – all children in Year 1 will participate in a phonics check. The assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.
- Year 2 and 6 SATs- children in Year 2 and 6 are assessed during May. Attainment and progress is reported annually to parents.
- Y4 multiplication tests are completed in summer term.
- At the end of Key Stage 1, teacher assessment in mathematics and reading will be informed by externally-set, internally-marked tests and from across a broad range of evidence. Pupils will be assessed as working at one of the following statements in maths, reading and writing:
 - Pre – key stage
 - Working towards the expected standard
 - Working at the expected standard
 - Working at greater depth within the expected standard
- At the end of key stage 2 pupils will sit externally-set and externally- marked tests in mathematics, reading and spelling, punctuation and grammar. Pupils will be teacher assessed using one of the following statements:
 - Working towards the expected standard
 - Working at the expected standard
 - Working at greater depth within the expected standard

There will be additional teacher assessments in reading, mathematics and science to give a broader picture of children's attainment.

Formative Assessment

The vast majority of assessment in school is formative and involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. The [Marking and Feedback Policy](#) gives more detail about this.

Summative Assessment

The school uses RS Assessment NTS termly assessments to support teacher assessment in reading and maths from Y1 to Y6 and GPS assessments from Y3 to Y6 to assess attainment in grammar, punctuation and spelling.

Fischer Family Trust

We use Fischer Family Trust data to inform the setting of individual targets for pupils from Year 1 to Year 6. SLT analyses pupil results and pupil progress and uses the data to support school improvement and self-evaluation.

Fischer Family Trust Assessment and Curriculum Tracker

From September 2020 we have used the FFT Assessment and Curriculum Tracker. This uses data from the previous key stage and uses targets so we can track and compare performance within our school and Nationally. The following codes are used

PK 1 to 4 – pre key stage

B = Below

WTS-, WTS and WTS+ = Working Towards

EXS-, EXS and EXS+ = Expected

GDS-, GDS and GDS+ = Greater Depth

FFT is used in all year groups from Y1 to Y6 to assess progress in maths, reading, writing and the foundation subjects. Teachers use NTS assessments and teacher assessment to assess pupils. Year groups and the SLT moderate samples of work.

Greater Depth is termed as a child who has a deep understanding of the age band they are working within, demonstrating fluency, reasoning, understanding and the ability to apply their knowledge in a range of contexts.

The SLT analyse the data and track the progress of classes and the vulnerable groups and children termly. The SENCO and SLT analyses SEND data. All of this information is then shared with all staff and governors.

Termly Pupil Progress Meetings

Year group team meet with the Head/Deputy Head teachers to consider pupils who are not on track to make at least expected progress. Pupil's emotional, social and educational

progress is discussed. If a pupil is making less than expected progress they are given extra support either as part of their class work or as an intervention. Likewise, pupils that are exceeding age related expectations have a programme of study that ensures mastery of the subject is achieved.

SEND

If pupils are working below their age related expectations due to SEND, their targets should reflect their individual needs. Detailed records, action plans and assessments are kept for pupils with SEND. Some may have an Education, Health and Care Plan (EHC) which is monitored by the SENCO to allow careful monitoring of their progress. We use MAPP tracking to assess SEND pupils' progress and target set.

Moderation

The process of moderation is an essential part of the assessment system. Each term teachers are involved in moderation of Maths, Reading and Writing with colleagues in their year group teams. Moderation also takes place with other schools in Darlington.

Reporting to parents

We believe that learning is most effective when carried out as a partnership between school and home. In the Autumn and Spring term we have open evenings to discuss pupil progress and discuss next steps. We will also endeavour to share next steps informally and parents are welcome at any time to discuss their child's progress. A progress report is sent to parents in February.

An annual written report is provided for parents, at the end of the academic year, giving a detailed assessment of children's progress and achievement across the whole curriculum; including their personal and social development and attitudes to learning.

The Role of the Governors

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual pupil's results, it is essential that they are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on the progress made in each year group and for different pupil groups.