



FAIRLANDS PRIMARY SCHOOL

Pound Avenue
Stevenage
Hertfordshire
SG1 3JA

Headteacher: Mr Robert Staples BA (Hons)
Tel: (01438) 351053 Fax: (01438) 750116 E-mail: admin@fairlands.herts.sch.uk www.fairlands.herts.sch.uk

POLICY STATEMENT

ASSESSMENT

APPROVED BY GOVERNORS	September 2023
TO BE REVIEWED BY	September 2024

FAIRLANDS PRIMARY SCHOOL

ASSESSMENT

INTRODUCTION

Assessment is:

‘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’

At Fairlands, we believe that assessment and recording are an integral part of the teaching and learning process and that children, parents, staff, and external agencies are entitled to receive information about the children, in a way that is relevant and appropriate for them. We recognise that this information needs to be presented in such a way that the needs of each group are addressed.

AIMS

Through our assessment, we aim to:

- recognise and celebrate children’s achievements
- provide an evaluation of what has been taught and learned, identifying pupil’s strengths and weaknesses
- ensure continuity and progression
- ensure there is differentiation in our planning and teaching
- identify children with special educational needs and disabilities
- provide challenge across the whole attainment range
- employ a range of strategies to contribute constructively to children’s learning, and to allow children to demonstrate achievements
- inform parents, teachers, support agencies, governors, and external agencies
- provide children with opportunities to review their work, to self-assess and to set future targets
- raise the shared expectations of pupils, teachers, and parents to achieve the highest possible standards for each child
- enable parents, teachers, and children, where appropriate, to track and analyse attainment and progress
- describe progress in a fair, relevant, and accurate manner (i.e. valid, objective, reliable, judgements and assessments)

FORMS OF ASSESSMENT

There are three broad, overarching forms of assessment, each with its own purposes:

Day-to-day in-school formative assessment, for example:

- question and answer during class
- marking of pupils’ work
- observational assessment
- regular, short, tests or assessment tasks
- feedback and marking of pupil’s work
- Regular HFL diagnostic questions for Maths

In-school summative assessment, for example:

- short end of topic or unit tests

- reviews for pupils with SEND
- Termly NFER reading tests
- Termly HFL diagnostic assessments

Nationally standardised summative assessment, for example:

- Reception baseline
- Year 1 phonics screen & Year 2 phonics rescreen
- National Curriculum tests at the end of Key Stage 2
- Year 4 Multiplication Times table check

PURPOSES

	IN-SCHOOL FORMATIVE	IN-SCHOOL SUMMATIVE	NATIONALLY STANDARDISED SUMMATIVE
PUPILS	<ul style="list-style-type: none"> • helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. 	<ul style="list-style-type: none"> • provides pupils with information about how well they have learned and understood a topic or course of work taught over a period. • should be used to provide feedback on how they can continue to improve. 	<ul style="list-style-type: none"> • provides information on how pupils are performing in comparison to pupils nationally.
PARENTS	<ul style="list-style-type: none"> • provides parents with a broad picture of where their children’s strengths and weaknesses lie and what they need to do to improve. • reinforces the partnership between parents and schools in supporting children’s education. 	<ul style="list-style-type: none"> • can be reported to parents to inform them about the achievement, progress, and wider outcomes of their children across a period, often a term, half-year, or year. 	<ul style="list-style-type: none"> • provides parents with information on how the school is performing in comparison to schools nationally. • enables parents to hold schools to account and can inform parents’ choice of schools for their children.
TEACHERS	<ul style="list-style-type: none"> • should be an integral part of teaching and learning • allows teachers to understand pupil achievement ‘in the moment’ • enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. • supports teachers to provide appropriate support or extension, as necessary. • enables teachers to evaluate their own teaching of learning objectives and to plan future lessons accordingly. 	<ul style="list-style-type: none"> • enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). • helps teachers to plan for subsequent teaching and learning. 	<ul style="list-style-type: none"> • helps teachers understand national expectations and assess their own performance in the broader national context.
SCHOOL LEADERS	<ul style="list-style-type: none"> • provides a level of assurance for school leaders. 	<ul style="list-style-type: none"> • enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be 	<ul style="list-style-type: none"> • enables school leaders and school governors to benchmark their school’s performance against other

	<ul style="list-style-type: none"> ensures that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations. 	<p>required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.</p>	<p>schools locally and nationally and make judgements about the school's effectiveness.</p>
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<p>GOVERNMENT</p>	<ul style="list-style-type: none"> We believe that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers. 	<ul style="list-style-type: none"> The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain). 	<ul style="list-style-type: none"> allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.
<p>OFSTED</p>	<ul style="list-style-type: none"> Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. forms part of Ofsted's wider judgements about the quality of teaching in schools. 	<ul style="list-style-type: none"> Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance. 	<ul style="list-style-type: none"> provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

ROLES AND RESPONSIBILITIES

The headship team takes responsibility for assessment leadership.

The **headship team** will ensure that:

- the assessment policy is maintained and reviewed or updated as necessary
- the effectiveness of assessment practices in the school are monitored frequently
- national tests are applied in accordance with the statutory framework
- all teachers receive training on how to use formative assessment to inform lesson planning – this will include setting learning objectives, observing pupils learning, discussion, and questioning, and giving feedback
- marking of pupils' learning complies with the school's Feedback & Marking Policy and is used to motivate pupils and to provide them with specific guidance on what further learning is required
- pupil attainment will be tracked but information about individual pupils will only be made available to them or their parents/carers
- parents will be informed regularly about their child's progress and annually about the results obtained in national tests and examinations
- any changes required to this policy in the light of practice and changes in national requirements are reported to the local governing body

All **staff** are expected to ensure that:

- pupils are actively involved in learning and self-assessment of progress

- care is taken to ensure that assessment builds pupils' motivation, confidence, and self-esteem
- each pupil receives feedback about the standards of their work, although this may not always be in writing
- where work is marked this may show the standards reached against the national expectation if close to the end of a key stage, but it must always show what is required for the pupil to improve and move on to the next stage of learning
- results of assessment are used to inform further planning and differentiation

Pupils are encouraged to take responsibility for their own learning through:

- assessing their own work and, where appropriate, the work of other pupils
- setting targets for their own learning as part of the school's review and reporting system
- asking for help and advice in improving their work

The **local governing body** is responsible for

- identifying a key link governor with responsibility for standards
- ensure that the school is meeting all statutory duties in relation to assessment
- challenge under-achievement where it is identified
- report to the board of trustees about standards and school improvement

OUR ASSESSMENT SYSTEM

EYFS ATTAINMENT & PROGRESS EXPECTATIONS

The school tracks attainment and progress in the Early Years using the non-statutory '[Development Matters](#)' document. This document enables practitioners to track children's achievements from Birth to Five in the seven areas of learning.

Communication and Language

Personal, Social and Emotional Development

Physical Development

Literacy

Maths

Understanding the World

Expressive Arts and Design

** The prime areas of learning are highlighted in bold.*

Teachers use Arbor to record summative assessments termly. Teachers assess whether a child is;

- Pre-key Stage (PKS): working significantly below the age related expectation
- Working towards the expected standard (WTS)
- Expected Standard (EXS): on track to achieve the Early Learning Goal at the end of Reception

- Greater Depth Standard (GDS): an internal school judgement where children are exceeding expectations and are targeted to achieve GDS in key stage one and key stage two.

Nursery				
	Baseline	Autumn	Spring	Summer
0-3 emerging	N PKS	N PKS	N PKS	N PKS
0-3 developing	N WTS	N WTS	N PKS	N PKS
0-3 secure	N EXS	N WTS	N WTS	N PKS
3-4 emerging	N EXS	N EXS	N WTS	N WTS
3-4 developing	N EXS	N EXS	N EXS	N WTS
3-4 secure	N GDS	N EXS	N EXS	N EXS
4-5 emerging		N GDS	N EXS	N EXS
4-5 developing			N GDS	N GDS
4-5 secure			N GDS	N GDS

Reception				
	Baseline	Autumn	Spring	Summer
0-3 emerging	R PKS	R PKS	R PKS	R PKS
0-3 developing	R PKS	R PKS	R PKS	R PKS
0-3 secure	R PKS	R PKS	R PKS	R PKS
3-4 emerging	R PKS	R PKS	R PKS	R PKS
3-4 developing	R WTS	R WTS	R PKS	R PKS
3-4 secure	R EXS	R WTS	R WTS	R PKS
4-5 emerging	R EXS	R EXS	R WTS	R WTS
4-5 developing	R WTS	R EXS	R EXS	R WTS
4-5 secure	R GDS	R GDS	R EXS	R EXS

At the end of Reception, children are assessed using the Early Years Foundation Stage Profile (EYFSP) as detailed in the [Early Years Foundation Statutory Guidance](#). The Early Years Foundation Stage document breaks down the seven areas of learning into 17 aspects. Teachers assess whether children have achieved the 'Early Learning Goals' for each aspect of the curriculum. The 17 aspects are:

Listening, Attention and Understanding

Speaking

Managing Self

Building Relationships

Gross Motor Skills

Fine Motor Skills

Comprehension

Word Reading

Writing

Number

Numerical Patterns

Past and Present

People, Culture and Communities

The Natural World

Creating with Materials

Being Imaginative and Expressive

For each Early Learning Goal, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (and should be assessed as ‘expected’);
- or
- not yet reaching this level (and should be assessed as ‘emerging’)

KEY STAGES 1 & 2 ATTAINMENT & PROGRESS EXPECTATIONS

The school tracks attainment and progress in KS1 & 2 against a clear progression of skills which has been designed and refined over time from a range of sources, based securely on National Curriculum expectations.

This ensures that:

- there is clarity about age-related expectations for all national curriculum subjects
- teachers can make formative assessments which can be benchmarked across the school
- in-school summative assessment can easily be understood by internal and external users of the data
- there are opportunities for moderation and benchmarking across county and between schools
- key performance indicators about the attainment and progress of children can inform self-evaluation and form a good starting point for demonstrating progress to Ofsted
- we can determine with confidence whether children are on track to meet the expected standards in the statutory assessments which will take place at the ends of KS1 and KS2

Children in Year 1 to Year 6 are assessed against a four-point scale, based on their attainment of the curriculum expectations for each year group:

PKS	child working at pre-curriculum expectations
WTS	child working towards curriculum expectations
EXS	child working at expected standard
GDS	child working at greater depth

PROPORTIONS OF CHILDREN ATTAINING/EXCEEDING AGE-RELATED EXPECTATION			
	Below standard	Minimum standard	Above standard
% attaining age-related expectation	≤ 64%	65% - 84%	≥ 85%
% exceeding age-related expectation	≤ 19%	20% - 29%	≥ 30%

The expectation for progress is that children will at least sustain their attainment level within the increasing demands of the curriculum from year to year. We set yearly targets on this basis and track the proportions of children making and exceeding expected progress. These expectations form the basis of discussions in Pupil Progress Meetings, where individual targets are set. Targets may be adjusted where there is substantial contextual evidence to support this.

For analysis purposes, the following thresholds are set by the school:

PROPORTIONS OF CHILDREN MAKING/EXCEEDING EXPECTED PROGRESS			
	Below standard	Minimum standard	Above standard
% making expected progress	≤ 89%	90% - 94%	≥ 95%
% exceeding expected progress	≤ 19%	20% - 29%	≥ 30%

IMPLEMENTATION & MODERATION

There are carefully planned opportunities across the school year for formative and summative assessment to take place and to be moderated.

ASSESSMENT CALENDAR			
	IN-SCHOOL FORMATIVE	IN-SCHOOL SUMMATIVE	NATIONALLY STANDARDISED SUMMATIVE
ONGOING	Verbal Feedback Marking in line with policy		
AUTUMN 1	Moderation focus: Maths	Pupil Progress Meetings: <i>review attainment & progress; set targets; adjust provision.</i> Attainment on Entry: Nursery & Reception	Nursery & Reception baseline
AUTUMN 2	Moderation Focus: Writing NFER reading test HFL Maths diagnostic	Teacher assessments for all subjects based on PKS, WTS, EXS, GDS Cohort Analysis Reports Termly Report to Parents: Verbal consultation & 'Parent Report Supplement'	<i>Year 1 2020 Phonics screen</i>
SPRING 1	Moderation focus: Reading		
SPRING 2	Moderation Focus: Writing NFER reading test HFL Maths diagnostic	Teacher assessments for all subjects based on PKS, WTS, EXS, GDS Cohort Analysis Reports Pupil Progress Meetings: <i>review attainment & progress; set targets; adjust provision.</i> Termly Report to Parents: Verbal consultation & 'Parent Report Supplement'	
SUMMER 1	Moderation focus: Science		Year 4 MTC Year 6 SATS
SUMMER 2	Moderation Focus: Writing NFER reading test HFL Maths diagnostic	Teacher assessments for all subjects based on PKS, WTS, EXS, GDS Cohort Analysis Reports Pupil Progress Meetings: <i>review attainment & progress; set targets</i> Final Annual Report to Parents	Year 1 Phonics Screen Year 2 Phonics rescreen Year 6 Teacher Assessments

REPORTING TO PARENTS & CARERS

When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

We report to parents & carers informally across the year, e.g.:

- ‘Shared Learning’ sessions where parents & carers are invited in to contribute to the feedback & marking process.
- Informal meetings to discuss individual progress
- In-school formative assessment feedback – e.g. spelling test results

We report to parents and carers formally on a termly basis:

REPORTING PROCEDURES		
EACH TERM	All: <ul style="list-style-type: none"> • Attendance data will be shared & discussed. • Termly Report is shared, giving current attainment and progress, and curricular targets. • General comments are shared. • Books/learning are shared 	
AUTUMN TERM	SPRING TERM	SUMMER TERM
<ul style="list-style-type: none"> • EYFS baseline information. 		<ul style="list-style-type: none"> • Standards of attainment and effort are given for all other subjects /areas of learning. • Key Stage Test results, Y1 phonics or Y2 retake results are shared. • Final annual attendance report.

INCLUSIVE APPROACHES TO ASSESSMENT

We believe our policy and practice should promote the best outcomes for all pupils, including low and very high attaining pupils and those with special educational needs and disabilities (SEND), in a more individual way.

To this end, when thinking about assessment, we are mindful of our statutory duties under the Special Educational Needs and Disability Code of Practice, 0 to 25 years, and the Equality Act 2010 which requires us to improve equality of opportunity for people with disabilities.

Assessment needs to be holistic and consider long term wider outcomes. We consider meaningful ways of measuring all aspects of progress including communication, social skills, physical development, and independence. Assessment should reflect the extent to which a pupil can apply their learning in a wider range of contexts and enable teachers to determine what they need to do to ensure that the intervention and support provided enable children to progress in all areas of their learning and development.

High expectations should apply equally to pupils with SEND as to all other pupils. For many pupils with SEND effort applied to learning is significant and assessment should recognise this alongside outcomes achieved whilst maintaining high aspirations and expectations. For pupils working below national expected levels of attainment, we ensure that assessment arrangements consider progress relative to starting points and take this into account, alongside the nature of pupils' learning difficulties.

Assessment should contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. Pupils with SEN and disabilities will particularly benefit from the principle embodied in the National Curriculum which advocates understanding key concepts before moving onto the next phase of learning. This should enable teachers to become better informed about pupils' individual learning needs. It should also better inform the teaching approaches and interventions they use to support pupils in making progress in their learning.

Both the SEND Code of Practice and Ofsted highlight the importance of assessing progress in wider areas, whilst maintaining high expectations. The school's assessment arrangements should build in the 'graduated approach' for pupils with SEND (Assess, Plan, Do, Review). Teachers working with the SENDCo (Special Educational Needs and Disabilities Coordinator) should carry out a clear analysis of the pupil's needs. This should draw on any on-going formative and summative assessment, the views of parents and pupil and, where relevant, information from external specialists. Assessment should be designed to offer the next steps on each child's learning pathway and ensure a focus on long term outcomes in the areas of higher education and employment, independent living, participation in society and being as healthy as possible.

For some pupils with SEND, we consider the most effective methods and tools for formative and summative assessment. These may include adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication and observation. The same considerations apply in relation to engaging pupils with significant learning needs in feedback on their teaching and learning. The latter is an important aspect of learning for such pupils to help them develop greater autonomy and independence.

At Fairlands, if a child is working **one chronological year below age related expectations**, they will be identified for SEND support. It may be that a child has a specific difficulty in one or more areas and is age appropriate in others, in this case they will still receive SEND support for their areas of need and will be the subject of a Personalised Learning Plan (PLP). PLPs have clear individualised targets relating to the child's areas of need and are reviewed termly.

REVIEW

The local governing body will review this policy in line with its annual cycle of review.