



Assessment Policy

Fenstanton and Hilton Primary School

Reviewed by : The Full Governing Body

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Rationale

Assessment is a necessary tool needed to check pupils' knowledge, skills and understanding of the curriculum intent, and identify misunderstandings. By checking individual starting points, teachers and subject leaders can map comprehensive and rigorous learning sequences which meet the needs of all pupils.

In addition, our assessment practices support the identification of professional development opportunities for staff and allow us to ensure that subject knowledge is kept up to date and relevant.

At Fenstanton and Hilton Primary, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children. Assessment supports the teaching of the national curriculum.

Aims

To use assessment as a tool with which we can raise pupil achievement and improve the learning process for all pupils.

Our aims are:

- To help children learn and become better learners
- To help children to understand what they can do and what they need to develop
- To provide feedback to teachers and support curriculum and lesson planning
- To evaluate the effectiveness of teaching
- To match teaching and learning to the needs of individual pupils
- To inform parents and the Governing Body about progress and attainment
- To monitor and record the attainment and progress of individuals, year groups and cohorts
- To ensure learning continuity across year groups and key stages through data-sharing

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils, who play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order to improve the opportunities for all children to make progress.

Summative

This is the periodic, formal assessment of pupils. Children in KS1 and KS2 are formally assessed at the end of the autumn and spring terms. These are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. Test outcomes are used to support teachers in making accurate termly assessments, which are also based on classroom performance. Progress and attainment data is recorded termly on Sonar Tracker, an online tool which records, tracks and monitors pupil assessment.

Assessment by subject / phase / type

The table below outlines the assessments that will be carried out at our school. They range from assessments for topics and subjects (cold and hot tasks) to inform planning, to termly formal written assessments, and onto formal national assessments as directed by the Department for Education.

		Subject Assessment		
Subject	KS	Cold Task Beginning of unit	Hot Tasks End of unit	Statutory/Summative Assessment
Reading	EY/KS1	Baseline assessment in Autumn 1	Daily/Weekly check of sound consolidation	EYFS Profile Half termly phonics assessment Autumn/Spring Phonics Screening Autumn/Spring formal assessments-Y2 Y1 Phonics Screening KS1 SATs
	KS2	Accelerated Reader Star Assessment Autumn 1	Weekly GR quiz (Friday) Accelerated Reader Quizzes	Autumn/Spring formal assessments 2/3 x KS2 assessment KS2 SATs
Writing	EY/KS1	Cold writes Story telling Selecting and ordering features	Hot write	EYFS Profile Autumn/Spring formal assessments KS1 SATs (Moderation)
	KS2	Cold write	Hot write	Autumn/Spring formal assessments KS2 SATS (Moderation) (Termly writing moderation)
Maths	EY/KS1	Baseline assessment in Autumn 1, Diagnostic toolkit at beginning of each unit	Diagnostic toolkit at end of unit	EYFS data return Summer term KS1 SATs Autumn / Spring formal assessment - Year 2.
	KS2	Diagnostic toolkit at beginning of each unit	Diagnostic toolkit at end of unit	KS2 SATs Year 4 Multiplication Tables Check Autumn / Spring formal assessment.
Science	EY/KS1	Discussion (class mind map) Individual Mind map Grouping and sorting activities experiments/enquiry	Mind map Pictures/Diagrams Posters Set up experiment Grouping and sorting activities.	EYFS data return Summer term
	KS2	Mind maps Diagrams with labels Pictures Quizzes experiments/enquiry	Diagrams with labels Set up experiments Posters/Slides presentation Quizzes	
Topic (Hist/Geo /Art/DT)	EY/KS1			Hot task
	KS2	Locating on maps, labelling, sorting, Sorting images/objects,	Repetition of cold task, Mind map, Extended writing, Quiz,	Hot task

		key vocab check, Placing on a timeline, What came before? What came after? Key figures in history, Artefacts, Visualisation activity, Questions around function of objects	Evaluation form, Presentation	
R.E	EY/KS1	Group/class discussion collecting information on 'What I know, What I want to know, What I have learnt' (KWL) sheet artefact picture stimulus. Name children's contributions.	Recap quizzes throughout theme Checking vocabulary knowledge-matching key vocabulary Answering key questions from 'RE today' planning which indicates emerging,expected, extension as a group and label children's contributions. Add to KWL/Mind map at the end of the topic showing what they know	Assess against primary assessment statements for RE https://drive.google.com/drive/folders/16z5I-vvfgYDp2pH2FsjYWzdZecGgr8Z4
	KS2	Mind map/'What I know, What I want to know, What I have learnt' (KWL) as a class or individuals.Picture /artefact stimulus Label children's contributions.	Recap quizzes throughout theme Checking vocabulary knowledge -creating a glossary Answering key questions from 'RE today' planning which indicates emerging,expected, extension.	
PSHE	EY/KS1	EY Reception September Sonar assessments PSED. Y1 and 2 Pre-unit self assessment, teacher read, pupil adds smiley face. In assessment folder.	EY weekly Reception September Sonar assessments PSED, tapestry observations. Y1 and 2 Post-unit self assessment, teacher read, pupil adds smiley face. In assessment folder.	EY - reception data return Summer term, PSED

	KS2	Pre-unit self assessment, teacher read, pupil adds smiley face. In assessment folder.	Post-unit self assessment, teacher read, pupil adds smiley face. In assessment folder.	Year 5 and 6 health related behaviour survey
Computing	EY/KS1	key vocab check, mind maps.	Key vocab check, presentation, quiz with missing coding etc.	Whole class progress spreadsheet, with space for adding very low and very high children. Will then be put together as a whole class spreadsheet.
	KS2	key vocab check, edit a document/photo, write coding to achieve a certain outcome.	Evaluation form, quizzes, complete the coding task, presentation back to class, posters showing their learning.	
MfL	EY/KS1			
	KS2	Use previous term's end of term assessments with a small group to establish which strand (phonics, grammar, or vocabulary) to focus on when teaching	Follow up activities after each lesson End of term assessments	

At the end of each school year, assessments for all subjects, including foundation subjects, will be recorded on Sonar Tracker and passed on to future teachers to ensure continuity of planning.

Roles and Responsibilities

- **Governing Body:** Monitor whole school attainment and progress data
- **Headteacher:** Hold teaching staff to account for pupil attainment and progress through the monitoring of data for individuals and groups of pupils. Assist the planning of intervention timetables (along with SENCo) to ensure key groups and individuals are supported to make progress.
- **SENCo:** Track pupil progress and evaluate the impact of intervention programmes in consultation with colleagues. This will inform future support arrangements and APDR (Assess, Plan, Do, Review) targets for SEND children.
- **Teachers:** Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning.
- **Subject Leaders:** Ensure assessment methods for their subjects, in all phases, are appropriate and purposeful, and that colleagues understand how to use them. Subject leaders also identify subject knowledge gaps of colleagues against curriculum intent.

Early Years Foundation Stage (EYFS) Assessment

Within 6 weeks of starting primary school, Reception children must take part in the Reception Baseline Assessment (RBA). This assessment is completed using the RBA materials from reception.baseline.gov.uk, where outcomes are also recorded.

In our Pre-school and Reception, children are assessed termly against the Birth to 5 Matters statements (<https://birthto5matters.org.uk/>). For children in Reception, these statements feed into the Early Learning Goals, which used to assess progress and attainment at the end of the Reception year.

Parents

Parents and carers of EYFS children are included in their child's learning journey via Tapestry online recording system. Parents are also able to view their child's Tapestry Learning Journey and add to it at any time.

Glossary of terms

SATs: Statutory Assessment Tests.

EYFS: Early Years Foundation Stage.

GR: Guided Reading.

KWL: What I know, What I want to know, What I have learnt.

APDR: Assess, Plan, Do, Review (a document of targets for SEND children).

SEND: Special Educational Needs and Disabilities.

SENCo: Special Educational Needs Coordinator.