

# East Midlands Education Trust

## Assessment Philosophy and Policy

Hollywell Primary

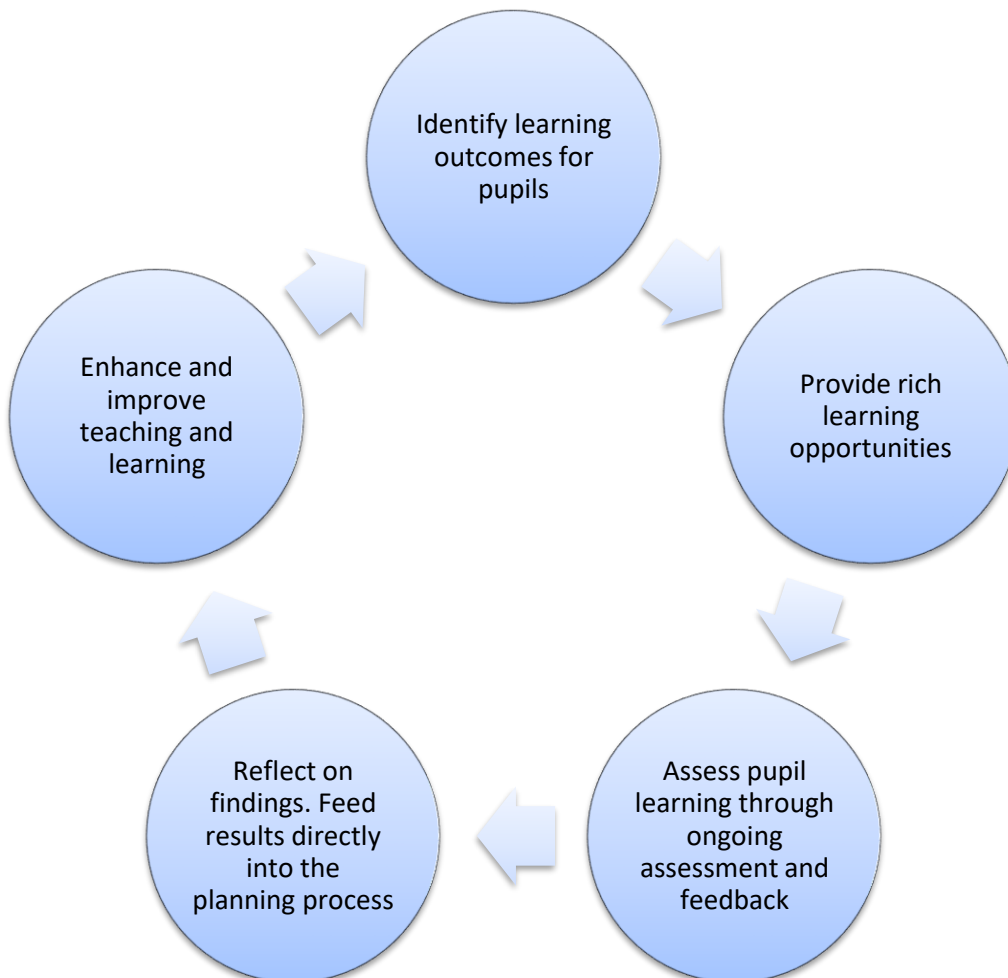


East Midlands  
Education Trust

# Assessment Philosophy and Policy (Primary)

## Assessment Philosophy

An effective and efficient system of assessment has a profound impact on children’s primary school education by providing a framework in which pupil progress can be expressed and monitored. In line with aligned autonomy, the successful implementation of assessment lies in the ownership and understanding of agreed procedures and intentions. We believe that assessment is most effective when it is integral to, and informs, the planning and teaching process by identifying misconceptions accurately and providing clear, direct feedback to learners. Assessment in the classroom helps pupils embed and use knowledge fluently and develops their understanding. Teachers use assessment to raise pupils’ achievement: pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve. Leaders understand the appropriate use and limitations of assessment and ensure it is used in a way that does not create unnecessary burdens for staff or learners.



## Types of Assessment

There are three broad overarching forms of assessment, each with its own purpose. Examples of each type of assessment include:

Formative Assessment	Summative Assessment	Nationally Standardised Summative Assessment
<i>Feedback</i> <i>Questioning</i> <i>Marking</i> <i>Self and peer assessment</i> <i>Observational assessment</i>	<i>Blocked assessment activities</i> <i>Short end of topic or unit tests</i> <i>Reviews for pupils with SEN and disabilities</i> <i>Standardised testing (e.g. NFER, NFL, Star, GL)</i> <i>POP Tasks (Proof of Progress)</i>	<i>Baseline assessment</i> <i>Early years foundation stage profile</i> <i>Phonics screening check</i> <i>National curriculum assessments at the end of KS1</i> <i>National curriculum tests at the end of KS2</i> <i>National curriculum teacher assessments at the end of ks2</i> <i>External writing moderation</i> <i>Science sampling</i> <i>Multiplication tables check Y4</i>

### Formative Assessment

Formative assessment is on-going assessment, made formally and informally by the teacher, based on evidence gathered throughout all learning experiences. It is key to ensuring effective assessment for learning. Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Formative assessment is most effective when it feeds directly into the planning and teaching and affects the progress of all pupils. To this end, continuous assessment takes place within all learning experiences and feeds directly into teaching and learning.

### Summative Assessment

Summative assessments occur at the end of a course of study and are an objective measure of a child's progress; this will sometimes be obtained under test conditions or through post learning assessment tasks. This type of assessment is used to make judgements about attainment and to find out what pupils know.

### Use of Assessment Data

Tracking of assessment data informs the development of detailed knowledge and skills across the curriculum. This may take the form of formal assessment data or informal data gathered by teachers. This will ensure that learners are developing the knowledge and skills to allow them not to just be ready for the next stage of their education, but also to become confident global citizens who are ready for the 21st Century. To this end, assessment will take a holistic approach, incorporating academic factors, learners' wellbeing and factors relating to learners' cultural capital.

Assessment can take a variety of forms, involving a range of platforms, all with the intention of identifying themes and trends around whole school, year groups, individual classes, and target groups.

In all cases, school leaders will ensure there is a specific outcome, and that tracking will not create an unnecessary burden for staff or learners.

## Assessment at Early Years Foundation Stage

At the start of the reception year, all children are all assessed against the Reception baseline assessment (RBA). This is completed in the first 6 weeks of entering school. At the end of the EYFS year, children will be judged against each of the seventeen Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected.

They will be given a judgement of whether they have met the level of development expected at the end of the EYFS (expected); or not yet reaching this level (emerging).

The key foundation stage performance indicator is “A Good Level of Development”. To achieve “A Good Level of Development”, children have to meet the expected level in all of the three prime areas of learning, as well as in Literacy, Mathematics, Understanding the world and Expressive arts, designing and making.

When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity.

### Reporting the EYFS profile assessment

- Teachers will provide a written report to parents which summarises the results of the EYFS profile.
- The EYFS profile data is submitted for each child to the local authority no later than 30 June.

## Principles For the Use of Assessment

In order for any type of assessment to have an impact on learning, it must be:

- Positive
- Manageable
- Useful and used
- Consistent

Assessment must also engage the pupils in their own learning process and self-assessment is an essential part of this and should aim to:

- Gain a full picture of the standards children are attaining and the progress they are making.
- Allow children to have the best opportunities to show what they know, understand and can do, in a familiar, supportive environment.
- Assess through observing and talking to children
- Presenting children with new challenges and consolidating old ones.
- Use assessment information to inform future planning.
- Ensure that standards are consistent within school and comparable in a wider context, through regular moderation.
- Gain evidence of learning from the process as well as the outcome.

### Reporting to Parents/Carers

Reporting not only fulfils legal requirements but also is a vital part of our relationship with parents and the wider community, serving to support and extend the child’s learning. Methods of reporting will identify gains in skills, knowledge and understanding, together with an outline for the next steps in learning.

## Examples include:

- Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations).
- The results of any statutory assessments e.g. the Phonics Screening Check, end of KS1 and KS2 SATs tests and Year 4 Multiplication Check.
- As required, teachers are available to meet with parents either before or after school. Conversations may focus on setting or reviewing targets, evaluating progress or barriers to learning.
- In the Foundation Stage – An end of year report is given to Parents/Carers detailing whether children have met or not met the Early Learning Goals in all 17 areas of learning. The final report will also detail the characteristics of effective learning.

## Reporting to Governors

The Headteacher will report to the governing body on standards and school improvement – including analysis of attainment and progress data - on a termly basis. Link governors with responsibilities for Assessment, Pupil Premium, SEND, Literacy and Maths will also meet with lead teachers to monitor standards in these areas.

**Reviewed by:** EMET Deputy Headteachers

**Reviewed:** December 2022

**Next review:** December 2025

### Policy Links

- Marking and Feedback
- Teaching and learning
- Special educational needs

# School Assessment Schedule

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	Reception baseline assessment Raise early concerns Little Wandle assessment BPVS- vocabulary and understanding Parents' evening	Pupil Progress Meeting SALT assessment Little Wandle assessment	Review assessment against I Can statements Little Wandle assessment	Pupil Progress Meeting Parents' evening Little Wandle assessment	EMET Moderation Review assessment against I Can statements Little Wandle assessment	Pupil Progress Meeting Analysis Report to SLT/Governors Report to Parents Little Wandle assessment
Primary	IEP targets Little Wandle assessment Update SEN lists Parents' evening	Writing moderation within HPS EMET Y2 & 6 Writing moderation Little Wandle assessment Data entry for RWM Pupil progress meetings Review IEP Targets POP Tasks in identified subjects	Moderation within HPS EMET Y1 & 4 Writing moderation Little Wandle assessment Y2 & Y6 Predictions Y1 Phonics Baseline	EMET Y2 & 6 Writing moderation Little Wandle assessment Data entry for RWM Pupil progress meetings Review IEP Targets Parents' evening POP Tasks in identified subjects	Moderation within HPS EMET Y2 & 4 Writing moderation Little Wandle assessment Year 1 Phonics Screening Key Stage 1 SATs Key Stage 2 SATs	Pupil progress meetings EMET Y1 & 6 Writing moderation LA moderation on 4yr cycle (Y2/Y6) Little Wandle assessment NFER assessments POP Tasks in identified subjects Analysis report to SLT/Governors Report to Parents