



Assessment Policy

Autumn 2024

Rise to the Challenge

Assessment Policy

Responsibility of:	Curriculum Committee
Authorised by: <i>Chair of Committee</i>	Victoria Davinson
Adopted by Governing Body: <i>Date of FGB meeting</i>	11/12/2024
Authorised by: <i>Chair of Governors</i>	Katherine Carr
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Rationale

At Foxtton Primary School, assessment is central to teaching and learning, only when we know where children are can we plan how to move on. Objectives need to be set against a known background from which progress can be monitored and checked. Assessment must be built into any planning to provide feedback to children and teachers. Assessment analysis shows what has worked well and what needs to be improved.

Aims of Assessment

Using the principles and processes of assessment we aim:

- To find out if our teaching is effective
- To comply with statutory requirements
- To support learning, enabling children to reflect on their achievements and set new learning targets, ensuring appropriate adaptation
- To discover what stage each child has reached and what they know, understand, can apply and remember
- To inform parents and the wider school community of pupil achievements
- To guide future planning, teaching and curriculum development
- To provide information to ensure continuity when the pupil changes teachers or school
- To provide information which determines the allocation of human resources throughout the school
- To be purposeful and advance learning

Statutory and key stage assessments

All pupils have statutory assessments at the following times:

- Baseline assessment (start of EYFS)
- EYFS profile (end of EYFS)
- Phonics screening (end of Year 1)
- Multiplication screen (end of Year 4)
- KS2 SATS (end of Year 6)

Termly Assessments- Standardised tests

All pupils from Year 1 to Year 6 are assessed termly through teacher assessment in reading, writing and maths using the national curriculum and our own assessment materials. From Year 2 to Year 5, all pupils have termly standardised tests in maths and reading. Year 6 use past SATS papers for standardised results

Non-core assessments

All pupils from year 1-6 are assessed in each non-core subject, using subject-specific assessment grids.

How we use assessment to inform planning

Subject leaders, in conjunction with the whole staff team have developed progression maps for each subject. Children's work is standardised in staff meetings to ensure there is a consistent interpretation of assessment. Summative assessments (e.g. standardised tests) are monitored in order to inform ongoing staff discussion regarding curriculum plans.

Records

Records are kept in many ways. These include:

- Teachers' plans
- Children's work
- Teachers' notes e.g. of significant outcomes
- Assessment results

Standardisation/moderation

We meet regularly as a school to moderate work. We meet with other Symphony Learning Trust schools to moderate assessments We send staff to LA moderation sessions to ensure our judgements are in line with county and national expectations. Standardised testing takes place across the trust, termly.

Reporting

Parents' evenings are held twice a year with an open event in the summer

- In the autumn term to discuss the settling in report and targets for the year.
- In the spring term to discuss mid-year pupil progress and targets for the remainder of the year.
- In July a written report is given to each parent with the option of individual follow-ups with teachers.

Monitoring and evaluating

The quality and effectiveness of teaching, learning and assessment will be monitored to identify trends in overall attainment. The headteacher, governors and staff will evaluate how well the procedures and policy adopted by the school are being met.