At Fernhill we are committed to every aspect of children’s development. As part of this commitment we are constantly assessing the needs of the children in our care in order to move them onto the next phase of their development. This assessment policy seeks to outline some of the ways in which assessment of our children takes place. Information gained will be used to inform planning and to build on prior learning to enable all children to reach their potential.

The purpose of assessment
The assessment arrangements at Fernhill Primary School must ensure sensitive and thorough diagnostic and formative teacher assessment. The assessment arrangements should produce easily intelligible summative information about each child’s progress. The information will be available to persons with parental responsibility and all others involved in the child’s well-being and development. The assessment arrangements will also provide evaluative information about the performance of the school to support milestone target setting.

Principles
The assessment process must enhance the child’s learning and the teacher’s teaching. The assessment process must include the child, aiming for the child to become part of the evaluation process. All assessment processes should be manageable and useful. All assessment information must be moderated regularly to ensure accuracy.

The assessment arrangement will:
- Be an integral part of teaching and learning.
- Build motivation through the development of pupils’ growth mindset.
- Form the basis for discussion between teacher, pupil and parents.
- Assist in the evaluation of children’s understanding and misconceptions.
- Identify gaps in children’s learning for closing.
- Provide information for pupils through feedback.

For each group within the school our assessment aims are as follows:

Pupils
- Motivating pupils.
- Celebrating hard work.
- Identifying next steps in learning.
- Participation in learning development.

Parents
- Demonstrating progress in learning.
- Sharing steps in learning.
- Sharing attainment related to expectations for the age of the pupil.
- Supporting parents in helping their child learn.

Teachers
- Assessing learning outcomes.
- Informing planning, task design and intervention for pupils’ learning daily and long-term.
- Establishing whether pupils, including those with IEPs, are making at least expected progress.

School Leaders
- Analysing the progress and attainment of cohorts of pupils.
- Establishing whether the school is on track to meet milestone targets.
- Identifying school improvement priorities.
- Ensuring that pupils are receiving adequate support to achieve the age appropriate assessment outcomes and make at least expected progress.
Fernhill Primary School
Assessment for learning, Recording and Reporting Policy

Practices
We will achieve this by:
i) Involving pupils in a range of assessment opportunities including self-assessment, peer assessment and teacher assessment.
ii) Agreeing standards through moderation and use of exemplification.
iii) Carrying out appropriate forms of assessment on a regular basis to facilitate pupil development.

Summary of assessment and recording practices

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular use of afl throughout lessons to adjust teaching and learning.</td>
<td>To ensure effective teaching and learning for all groups of pupils.</td>
<td>Planning TASK DESIGN TEACHING AND LEARNING PLenaries (inc. mini)</td>
</tr>
<tr>
<td>Annotating planning and adjusting tasks to move learning forward rapidly.</td>
<td>To ensure that gaps in learning and misconceptions are addressed rapidly.</td>
<td></td>
</tr>
<tr>
<td>Pupils self and peer assessment</td>
<td>For pupils to assess their learning against given success criteria in</td>
<td>Pupil discussions Pupil / Teacher discussions Books Report comments</td>
</tr>
<tr>
<td></td>
<td>order for them to move their own learning forward and edit accordingly.</td>
<td></td>
</tr>
<tr>
<td>Marking</td>
<td>To give pupils regular feedback (oral or written) to help move their</td>
<td>Books Teaching and learning</td>
</tr>
<tr>
<td></td>
<td>learning and understanding forward.</td>
<td></td>
</tr>
<tr>
<td>Mathematics unit assessments</td>
<td>To enable progress to be measures across a unit of learning.</td>
<td>Tests Unit pre and post results in markbooks</td>
</tr>
<tr>
<td></td>
<td>To enable the teacher to use afl effectively throughout a unit of</td>
<td></td>
</tr>
<tr>
<td>Mini-tests e.g. minute maths, big maths CLIC tests, spellings etc</td>
<td>To track progress against specific tested learning.</td>
<td>Markbooks</td>
</tr>
<tr>
<td>Teacher assessment</td>
<td>To ensure that all pupils learning is assessed regularly to ensure</td>
<td>Assessment forecasts Assessment tracking sheets Books Pupil assessment</td>
</tr>
<tr>
<td></td>
<td>that they make at least expected progress and that increasing</td>
<td>materials Moderation analysis</td>
</tr>
<tr>
<td></td>
<td>numbers of pupils make better than expected progress.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To ensure that teachers and leaders know how children’s learning is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>progressing and that timely intervention can be made to overcome any</td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning barriers a child may face.</td>
<td></td>
</tr>
<tr>
<td>PUMA, PIRA and GAPs testing</td>
<td>To support the validation of teacher assessments.</td>
<td>Tests School assessment tracking Data analysis for pupil groups</td>
</tr>
<tr>
<td></td>
<td>To enable progress tracking for all groups, specifically PPG and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEND.</td>
<td></td>
</tr>
<tr>
<td>End of Key Stage assessments (statutory assessment points)</td>
<td>To fulfil statutory assessment requirements.</td>
<td>Foundation Stage Profile and assessments End of Key Stage test results</td>
</tr>
<tr>
<td></td>
<td>To ensure a moderated benchmark for teacher assessment at the end of</td>
<td>Record Teacher assessments Milestones setting using this assessment</td>
</tr>
<tr>
<td></td>
<td>each Key Stage to enable pupils’</td>
<td>format</td>
</tr>
</tbody>
</table>
**Fernhill Primary School**  
**Assessment for learning, Recording and Reporting Policy**

| **Individual Education Plans (IEPs)** | To set SMART targets for SEND pupils.  
To ensure that SEND pupils make at least expected progress and that interventions lead to rapid progress against targets. | IEPs  
Impact trackers |
| **Intervention assessments (inc. BPVS, Sandwell etc)** | To allow pupils’ progress to be measured.  
To allow analysis of intervention impact for pupils’ progress and to ensure cost effectiveness. | Intervention assessments |
| **DEST** | To allow the school to support any pupils identified as dyslexic appropriately. | DEST assessments |
| **Parent consultations** | To ensure parents understand their child’s learning journey, progress and attainment.  
IEP targets shared.  
To enable parents to more accurately support their child’s learning at home. | Parent consultation notes  
Signed IEPs  
Reading records  
Homework |
| **Annual Reports** | To ensure parents understand their child’s learning journey, progress and attainment.  
To report on any end of Key Stage assessment judgements.  
To enable parents to more accurately support their child’s learning at home.  
To fulfil statutory reporting requirements. | Individual pupil reports  
Parent comment slips |

Data from all of these assessments will be collated and monitored by subject managers and senior leaders. Appropriate interventions will be made to ensure that children’s progress is at least expected. Data on all children in English and mathematics will be kept on the school’s tracking system, which will be updated termly.

**Assessment timetable**

Teachers will make assessment forecasts in December. These will utilise information from previous End of Year (EOY) assessments and assess children’s ability to make at least expected progress across the year. Teachers’ forecasts will take into account their knowledge of pupils’ usual progress across an academic year. Pupils that teachers have concerns about, in order to make expected progress, will be discussed during pupil progress meetings and interventions put in place accordingly.

Assessment forecasts will be adjusted termly with the aim that increasing numbers of children make better than expected progress across the academic year and that milestone targets are met as a minimum expectation.

Teacher assessments will be informed by learning over time and children’s learning at different stages (across the year with support and scaffolding decreasing as independence increases). Assessments for pupils are made against the national curriculum statements for the appropriate year group.

Vocabulary used:  
**Attainment:**
Working towards the age related expectation (WTS)
Working at the age related expectation (EXS)
Working above the age related expectation (GDS)

Effort:
- Poor
- Average
- Good

Progress:
- Not making expected progress
- Making expected progress
- Making better than expected progress

<table>
<thead>
<tr>
<th>October</th>
<th>December</th>
<th>February</th>
<th>April</th>
<th>May</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher assessment forecast</td>
<td>Teacher assessment forecast</td>
<td></td>
<td></td>
<td></td>
<td>End of year teacher assessments</td>
</tr>
<tr>
<td>PUMA</td>
<td>PUMA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PIRA</td>
<td>PIRA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAPs</td>
<td>GAPs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention impact tracker</td>
<td>Intervention impact tracker</td>
<td>Intervention impact tracker</td>
<td>Intervention impact tracker</td>
<td>Intervention impact tracker</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics unit assessments throughout the year

Reporting to parents
We achieve this by:
- Regular oral and written communication on an informal basis, including through reading records and homework books/packs.
- ‘Meet the teacher’ information meetings at the start of the year to introduce parents to new class teacher and the expectations for the children in their new year group.
- Regular parent consultations.
- Presenting an annual written report, including end of year summative assessment judgements.
- Individual education plans shared with parents and discussed at parent consultations for children with SEND.

Reporting to governors
At appropriate points throughout the year, the Headteacher and other members of the leadership team will report standards and progress to Governors via Raising Standards Committee Meetings and Full Governing Body Meetings. This may be part of the Headteacher’s report, or as a separate agenda item. Discussion points will include:
- Milestone target setting and progress against.
- Year group forecasts from teacher assessment.
- Conclusions from FFT and RaiseOnline data.
- LLP reports.
- EYFS, Key Stage 1 and 2 analyses of end of Key Stage assessments.
- Ongoing school tracking data.

Transfer of information
We will achieve this by:
- Forwarding records and liaising with schools, before and at the point of transfer, in order to ensure continuity of learning.
- Passing on detailed information of children who transfer to a new class or school (CTF).

Transfer to next school will need:
- Electronic transfer file (CTF).
Fernhill Primary School
Assessment for learning, Recording and Reporting Policy

- Contents of the Pupil Folder.
- SEND information.

Aims of class assessment
- Inform planning, task design and overall teaching and learning daily.
- Track progress over time in all subject areas.
- Identify target children in need of interventions and additional support to ensure expected progress and meeting of milestone targets.
- Form the basis for discussion with parents and pupils in parent consultations.
- Form the basis for report writing.
- Support continuity on transfer within the school.

Contained in class assessment folder
- Class tracking sheets (inc teacher assessment judgements and SS results).
- Pupil progress target sheets.
- Milestone target sheets (from SIP).
- PUMA, PIRA, GAPs assessments.
- Mathematics unit assessments.
- Pupil test results (tables, spellings etc. within brown markbook).
- SATs and mid-term assessments.

IEPs are kept within pupil SEN files.

Policy date: July 2017

Review date: July 2018