



Assessment & Reporting Policy

Fazakerley Primary School

Formosa Drive
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Our School Mission Statement

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

ASSESSMENT OVERALL AIMS

At Fazakerley Primary School we believe that assessment, recording and reporting is integral to effective teaching and learning and should involve pupils/students, teachers, parents/carers and other interested parties. The purpose of this policy is to support:

- Staff in ensuring a consistent vision of assessment in our school
- Parents/carers in beginning to understand how well their child is doing compared to age-related expectations
- Staff in maintaining and raising the standards of achievement and attainment for all our pupils over time

We believe that assessment is an important link in the cycle of planned curricular experiences. Recording achievement in a positive way and identifying children's particular strengths and weaknesses through sensitive assessment helps to ensure that progress is maintained and that continuity is enhanced.

Our policy aims to ensure an efficient system for assessment, recording and reporting which:

- fulfils all statutory requirement
- encourages, supports and motivates pupils to achieve their full potential
- helps to identify strengths and weaknesses whilst recognising the full range of pupils' achievement, effort and experiences
- encourages in pupils a sense of responsibility for their own learning
- facilitates effective communication about pupils'/students' progress

Assessment occurs when judgements are made about achievement in relation to relevant criteria. It is an integral part of teaching and learning and is primarily used in a formative way to promote better learning.

We recognise the importance of making educational provision for all of the children in our care, regardless of individual ability. To this end, we will ensure that we provide work which is appropriately challenging for children across the entire spectrum of educational ability and achievement from those children who have been listed on the SEN register through to those identified as 'Gifted' within each year group. Such provision will be incorporated into each teacher's planning where appropriate.

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PURPOSE OF ASSESSMENT

At Fazakerley Primary School we undertake in a combination of formative and summative assessment, ensuring the correct balance between these approaches. At the core of this policy is the recognition that high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments.

Formative Assessment is not just assessment that involves marking and feeding back judgements. It is bound into the next steps, looks forward as well as back, and is closely allied to forward planning.

Indeed, whilst fulfilling all statutory requirements we believe that the main reason for assessing is to inform future planning; helping the learner make progress and reach their potential. This will be achieved by considering the following:

- Assessment information is gathered from looking at what pupils already know, understand and can do to inform planning
- Will be informed by their parents/previous providers as appropriate
- Be used to plan appropriate teaching and learning strategies
- To identify pupils who are falling behind in their learning
- To identify pupils who may need additional support to 'catch up' with their peers
- Enable all pupils to make good progress and achieve well compared to age-appropriate expectations
- Enable pupils to understand how to improve as a result of useful feedback, written or oral, from teachers.

As a result of assessment, staff may plan for one, or a combination, of the following:

- teacher/classroom assistant to work with child/children in order to provide additional support until the concept/skill is mastered
- set an additional/simpler task/activity and/or provide extra resources for any child/children who require further work/support on the area assessed
- for children who found the task easy set a more challenging/open task to assess their full understanding

Where appropriate, assessment should be based on criteria that are known in advance to pupils and other interested parties. Assessment should be built into curriculum planning.

However, we should not ignore the possibility of unexpected outcomes from exploratory learning situations, as this enriches the child's experience and the quality of the curriculum greatly.

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ROLES & RESPONSIBILITIES

Assessment in Fazakerley Primary will:

- Enable individual pupils to make progress in their learning
- Relate to shared learning objectives
- Be underpinned by confidence that every child can improve
- Help all pupils to demonstrate what they know, understand and are able to do independently and appropriate to their age
- Involves success criteria that is shared and used to assess work against
- Include reliable judgements about how learners are performing, related, where appropriate, to national standards
- Involve both teacher and pupils reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- Enable teachers to plan more effectively by using assessment outcomes to develop next steps
- Provide us with information to set appropriate targets at whole school, class and individual pupil levels
- Enable parents to understand and be involved in their child's progress
- Ensure that our practices in this area are fully inclusive

Teachers and Learning Support assistants are responsible for carrying out summative and formative assessments with individual pupils, sample groups and whole classes, depending on the context.

These outcomes will be shared with pupils, where appropriate, as part of an on-going assessment dialogue with pupils about their learning progress.

The outcomes of summative assessments are reported to SLT. These outcomes will be shared with parents through Parents evening meetings and each pupil's annual school report.

Assessment Leader Responsibilities

- Each class teacher uses the 'Programmes of Study' (KS1&2) as their basis for planning the objectives against which the performance of individuals and vulnerable groups will be assessed as the schools on-going assessment.
- Statutory assessment data is verified and sent to the local authority.
- All staff are familiar with current assessment policy and assessment practice.
- Identifying pupil groups who are vulnerable to underachievement in relation to age-related expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups following pupil progress meetings.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

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Headteacher/ Assessment Leader Joint Responsibilities

- Ensuring class teachers are aware of their accountability for the progress of the cohort, specific groups and individual pupils. This will be done by taking into consideration the end-of-year expectations as set out in the school curriculum, at pupil progress meetings.

Subject Leader Responsibilities

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and senior leaders, where appropriate.
- Monitoring standards in their subject according to expectations set out in the National Curriculum.

ASSESSMENT & MODERATION

Assessment is at three levels in school:

- *On-going (formative)* – the day to day process of reviewing lesson objectives to see who has achieved them and then planning next steps using the EYFS curriculum or new PoS in the national curriculum
- *Periodic (summative)* – periodically reviewing day to day assessments and standardising them against this guidance to ensure a consistent understanding of how to make judgements within school and between schools. Standardised tests can be used to support this in KS2
- *Transitional (summative)* – children are assessed against the Early Learning Goals in EYFS and against national standards at the end of Key Stage 1 and 2.

To ensure TA judgements are robust, we moderate internally in year groups, cross-phase as part of a local network and as part of a citywide network three times per year.

Summative data will be collected in November and June and analysed to identify the priorities for provision for the children. This will allow these judgements to be linked to children's next steps.

New strategies and innovations will be implemented, as appropriate, in response to the new national requirements. Regular, rigorous standardisation and moderation will take place internally led by the assessment leader/subject leaders as appropriate. The impact of these sessions is to support teachers to improve the accuracy of their summative assessments as well as teacher knowledge and expertise in the new approach.

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ASSESSMENTS USED/ASSESSMENT TIMETABLE

Year Group	Assessments Used	When	Where Are Assessment Stored
EYFS	See EYFS Policy		
Year 1	Reading Age Phonics Assessments (Half Termly Through RWI) Teacher Assessments – Writing & Maths	2x Per Year	Insight Tracker
Year 2	Reading Age Phonics Assessments (Half Termly Through RWI) Teacher Assessment – Reading, Writing, Maths Science SATs Papers	2x Per Year	Insight Tracker
Year 3	Reading Age Phonics Assessment (For Applicable Children) Multiplication Tables Checks (Half-Termly) Testbase Papers Teacher Assessment - Writing	2x Per Year	Insight Tracker
Year 4	Reading Age Phonics Assessment (For Applicable Children) Multiplication Tables Checks (Half-Termly) Testbase Papers Teacher Assessment - Writing	2x Per Year	Insight Tracker
Year 5	Reading Age Phonics Assessment (For Applicable Children) Testbase Papers Teacher Assessment - Writing	2x Per Year	Insight Tracker
Year 6	Reading Age Phonics Assessment (For Applicable Children) SATs Papers Teacher Assessment - Writing	2x Per Year	Insight Tracker

Following our twice a year assessments, data is stored in our online tracking system – Insight Tracker. This system allows us to store all data for all our children, measure progress of pupils, identify areas of improvement and compare data of key groups such as EAL, Pupil Premium etc.

The data is then discussed at pupil progress meetings that take place twice a year. In these meetings, SLT and class teachers discuss next steps for sets, classes, cohorts and individual pupils. The meetings also include creating new provision maps for the LSAs in each year group.

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REPORTING

Parents are informed of our assessments through Parents Evenings held in the Autumn and Spring Terms; through the child's end of year report; through Special Educational Needs meetings, and through informal meetings held as required.

It is a legal requirement that parents receive a written report at least annually detailing the progress of each child in the national curriculum.

At Fazakerley Primary School, a yearly report is prepared and presented by the class teacher. They refer to the child's attainment, their behaviour and effort. Class teachers add a personal comment at the end of the report. A profile of the child's attendance record is included in each child's report.

In Key Stage 1&2, the standards reported to parents are based on the teacher assessment of the child (except Year 6 where the child's SATs results are included); tests are carried out in order to strengthen that judgement.

Reports are distributed to all adults with parental responsibilities at the end of every year and staff are available to discuss the child's report at the parents' request.

A copy of each child's report is retained by the school and stored on Insight Tracker.

***Integral to our Assessment & Reporting Policy is our marking policy
– please see 'Marking & Feedback Policy'.***

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