



## **FULMER INFANT SCHOOL**

### **NURTURING AND INSPIRING SUCCESS IN EVERY CHILD**

## **ASSESSMENT POLICY**

### **INTENT**

At Fulmer Infant School assessment is at the heart of effective teaching and learning. We believe that when assessment has an impact on planning and informs teaching it will raise standards. In our assessment procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process. Above all we want learning to be fun.

We believe that assessment outcomes should:

- provide evidence to guide teaching and learning, setting high expectations for learners
- provide the opportunity for children to demonstrate and review their progress
- inspire greater effort and a belief that, through hard work and practice, more can be achieved
- give feedback to learners that is specific and understood and assists children with their learning
- be moderated by experienced professionals to ensure judgements are accurate and fair
- be ambitious and drive improvement
- place achievement in context against nationally standardised criteria and expected standards
- draw on a wide range of evidence to provide a complete picture of the child's achievement
- demand no more procedures or records than are manageable
- provide meaningful and understandable information for:
  - children in developing their learning
  - parents in supporting children with their learning
  - staff in planning teaching and learning
  - school leaders and governors in planning and allocating resources
- be regularly reviewed to ensure it is fit for purpose

## **IMPLEMENTATION**

- Teachers daily assess the children's learning (formative assessment) with a marking system of 2 stars and a wish or with verbal feedback which is recorded on the child's work. Teachers monitor the assessments to ensure that the marking moves the children on
- Teachers formally assess children's learning every term (summative assessment) using a variety of tools for the core subjects in KS1 and the RBA (Reception Baseline Assessment) for EYFS. Target tracker is used for the Foundation subjects for KS. Tapestry is used throughout the year for EYFS which gives the children their next targets. Targets are printed in the back of KS1 books so that children know their next steps
- Teachers have pupil progress meetings with the Curriculum lead termly to ensure that all children are receiving the necessary support to achieve their potential
- Teachers use the outcomes of assessments to check and support teaching standards and help improve the planning and learning outcomes for children
- Through working with other schools, including our network cluster schools and liaison schools, and using external tests and assessments, we are able to compare and moderate our performance with that of other schools and ensure that our assessments are robust
- For those children meeting the expected standards a challenge is provided to allow children to work at a greater depth
- Teachers have termly meetings (or more frequent if necessary) with parents/ carers of pupil premium and SEND and children to complete SMART support plans which identify gaps in their learning and targets to close the gaps
- English Leader analyses reading progress of every child in KS1 half termly to identify any child who is not on track and subsequently to put in place support for these children (eg daily reading support) to ensure these children make age related expectations. The English leader analyses reading in EYFS from the Summer term
- Teachers meet with parents in the Autumn and Spring term (Parent consultations) to discuss their children's progress and to advise parents how to support their children's learning at home
- At the end of the year a report is sent home detailing the children's progress over the year and setting targets for the next year so that parents/carers and the children's next teachers know how to support the children's next steps in their learning. Parents are given the opportunity to respond to the reports
- At the end of EYFS the children are assessed against the Early Learning Goals, at the end of Year 1 the children have a phonics test and at the end of KS1 the children have their SATs. All these results are analysed by the assessment coordinator and the data is then given to the child's next teacher so that the teacher can plan the next stage of the children's learning accordingly. This data is also sent to the DfE and Bucks County Council

## **IMPACT**

Teachers, children and parents/carers work in partnership and know the next steps of learning so that they can work together to ensure all children achieve their full potential.

Assessment policy February 2023

Review date: February 2026