

ASSESSMENT AND RECORDING POLICY - includes EYFS
(please also see the Marking Policy and Parent Handbook - Logistics)

Accurate assessment of children, their strengths, weaknesses and ‘where they are at’ compared both to the curriculum and syllabus and to their peers lies at the heart of the good and effective teaching at Falkner House. Ongoing assessment (formative assessment) is an integral part of learning and development. It involves teachers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. Assessment helps parents and teachers to recognise children’s progress, understand their needs, and to plan activities and support.

At all times we want the children to be making the appropriate progress for both themselves and their stage of school career. We want the absolute best for them in the long term and in terms of the highly competitive, 7+,8+ and 11+ (as relevant) but equally, we are very conscious of the dangers of burn-out. Parents are kept up-to-date with their child’s progress and development. Teachers address any learning and development needs in partnership with parents and any relevant professionals.

- Base line teacher led assessments (FH criteria) are done early in the Autumn term of Reception.
- Judgements (on FH criteria) of performance and potential in maths, English and ‘general’ are done annually R- Y6 at the year end and form the basis of a handover to the next form teacher.
- From Year 1, the children have at least twice yearly school assessments / exams covering, as the years go by, an increasing number of subjects. By summer of Year 3 there are exams in maths, English and science. Examination scripts in Years 4-6 are given back to pupils in order to discuss and review. Unlike routine tests, scripts do not get returned to parents who may peruse them in school. Marks are included in the end of term / year reports for parents.
- There may be end of topic or termly written assessments. Tests may also be given during the course of a section to ascertain the pupils’ progress and understanding.
- Results, alongside performance in class and in homework, are used to decide further planning.
- Children are prepared to sit external examinations (both regular and scholarship) for both at 7+,8+ and 11+. Exam and interview practice is done at appropriate moments to prepare for these exams.
- From Year 1 (FHB) or Year 2, children have standardized tests such as CATs (VR and NVR) or PtM and PtE. These test results are examined closely and compared both with a child’s class work and their performance in school examinations. Any discrepancies are flagged and a course of action with relevant members of staff and parents is decided upon. The Y1 tests at FHB aid with discussions with parents as to their son’s chances of success in 7+ exams; when trialled at FHG in Y1 the staff felt that they were not worthwhile on account of the lack of differentiation.
- A dyslexia screening test is done in Year 2 (FHB) Year 3 (FHG)
- There are regular tables and spelling tests Years 1 – 2 (FHB) Years 3-4 (FHG) and there are regular mental maths tests Years 1-6.

- Correct placement on the school reading scheme is taken very seriously with frequent assessments and careful staff judgements to ensure that a child is on the appropriate band of book. Comprehension and inference is, of course, as important as de-coding.
- Years 5 and 6 enter the Primary Maths Challenge in December each year.

All of the above ‘official’ assessments are entered on the school ‘year group performance’ global log. On a termly basis (annual Ys 4-6) children are graded in English Maths and General (which includes an element of behaviour). They are coded according to Falkner House criteria: A green, B white, C red or D purple denoting exceeding, good, satisfactory or below the standard expected at Falkner House. These judgements are informed by our assessment of the children’s capabilities). This coding system is also used for CATs tests etc and EAL when we note the languages used by parents and whether this has resulted in any linguistic issues (noted red) for the child.

- All pupils from Reception to Year 6 have their classwork monitored and marked on a careful and regular basis. The children’s progress is constantly monitored; tasks and support are differentiated to meet the needs of both the very able child and the child who may need additional support.
- All subject teachers are responsible for assessing their pupils (often orally from Reception to Year 3) continuously, annually and at the end of each topic as to whether teacher objectives have been met.
- Each child’s level of development is continuously assessed in the context of Falkner House expectations, their own potential and the school curriculum.
- At the end of each year, the current form teacher meets the next year’s teacher to discuss each child’s report and general approach to learning and their strengths and weaknesses. The new teacher is thus informed about each child’s stage of development and learning needs so as to assist with the planning of activities.
- Self-assessment is encouraged throughout by means of ‘smileys’ or ticked success criteria grids on written work. At the end of a complete topic or section of a topic Years 4-6, children formally complete a success grid which the teacher checks. Oral assessment and feedback is ongoing and child specific.
- Copies of the current and past year’s examination scripts and question papers are labelled and stored in plastic wallets in the class Sample Box allowing teachers to assess the progress of their cohort.
- In subjects such as Latin, history, geography, science and maths, teachers are responsible for assessing their pupils and this may be completed at the end of each topic (usually orally from Reception to Year 3) to ensure understanding of the main objectives such as specific subject knowledge; ability to make predictions, etc. Short quizzes, word searches and end of chapter questions may be used. A record of any ‘significant’ assessments is kept to decide future planning and development.
- Art, Myths and Legends, History of Art, Music, PHSEE and RE are not formally assessed. As regards RE the majority of understanding is based on oral methods. RE involves both ‘learning about’ and ‘learning from’ and inevitably it will never be easy to assess the second

Our fundamental belief is that maximum pupil progress is best achieved by charging each and every teacher with the task of excellence in teaching and consequently excellence in learning. This is our commitment to our pupils. The headteachers monitor this by informal but constant “walking the floor”. The goal is for each child to be taught so that they can achieve their maximum during their years at the school. There is always a great deal of

formal (inset and /or staff meetings) and informal staff discussion about how best to assess progress and attainment. Aside from informing parents, measurement against national norms may not be particularly helpful. Children's work is not formally 'levelled'. Assessment is used to aid planning and thus teaching and learning. Teacher's own assessment of a child's performance in a given lesson, the use of questioning, self- assessment (by way of the smiley face or tick alongside the success criteria for each task(if used) and formal assessment (as necessary), help the teacher to identify those children that may need further support or teaching or those that can be extended so as to ensure that all children are achieving their maximum potential. This may be achieved with individual or small group support or extension either within a lesson or by means of additional lessons. Extension questions may be given orally or written at the end of a child's piece of work to promote further thinking on a topic. Both FHB and FHG has a nominated Special Educational Needs Co-ordinator.

Ultimately each teacher knowing their pupils intimately, monitoring their progress most carefully throughout the year and having the highest of realistic expectations of each pupil's efforts and achievements is seen as much more meaningful than a one off test.

Some subjects have specific types of assessment:

ART Assessments are made with regard to progress and attainment in:

- Investigation, design construction and evaluation skills
- Use of imagination & creativity and the ability to express themselves through their work.
- Understanding of techniques, media and skills and use of various tools
- Understanding of the formal elements e.g. texture, tone, perspective, tone

ENGLISH

Reception - Year-6 complete a piece of creative writing as a progress journal at the same time each term to aid individual target setting and assessment of individual attainment and improvement by the end of the school year.

SPANISH

Oral performance will be noted together with regular vocabulary tests and written tasks.

GEOGRAPHY and HISTORY

In Reception – Year 3 geography and history assessment is formative and ongoing. Feedback is given to children through marking and in oral feedback. Development points are discussed with the child on an individual basis, or as a whole class where appropriate. In Years 3-6 there are regular end of topic tests. Feedback is given to individual children with their marks and their personal targets. Formative assessment is ongoing throughout the year.

ICT

Work is shared and viewed during lessons via Smartboards to allow a continuous process of teacher assessment, peer assessment and personal development. Pupil work is stored in pupil folders within Google Drive and this work can then be reviewed by teachers and pupils. At the end of each topic, each pupil's work is assessed by teachers and self-assessed by the pupil.

MUSIC

Direct observation by the teacher is the main means of collecting evidence in music through the pupils' performances, responses to questions, discussion, and assessment of their own and others' performances. Assessments are made with regard to progress and attainment in participation, enjoyment and the key techniques.

PE

Direct observation by the relevant teacher is the main means of collecting evidence in PE through the pupils' performances, responses to questions, discussion, and assessment of their own and others' performances. Pupils' progress is assessed against statements and learning objectives from the department's schemes of work for example, accuracy, control, effort, ability to work alone, with a partner and in a team, agility, stamina and creativity. Due to the competitive nature of some aspects of PE, it is also possible to compare children's achievements in PE with those in other schools, e.g. matches, galas and athletic meetings. Notes are kept on

each child from Reception to Year 6. This includes their assessment of each unit taught, progress in swimming, achievements in school swimming gala, cross country and sports day. A note is kept of any awards given, squads they have been selected for and results of any competitions entered.

PHSEE

Work is largely oral in nature, grades are not awarded, but appropriate observations may be made. No separate comments are made in the written reports but the children's work may be referred to in the general comments section of these reports.

Nursery and Reception - EYFS

Falkner House has been given permission by the DfE to opt out of the teaching and learning aspects of the EYFS and thus does not produce an EYFS profile for children in Nursery or for children at the end of the Reception year. Instead, and we consider more meaningfully, the Nursery and Reception teachers consider carefully on each child's performance and approach to all areas of learning and development (Such notes will form the basis of written (at the end of Summer term) and oral reports given to parents. Parents are told in the Parent handbook and in class briefings that they are welcome to make an appointment at any time to discuss their child's progress.

Nursery Children may arrive at Falkner House with a completed "Progress Check at Age 2" If so, the contents will be noted and any areas of concern discussed with parents.

Throughout the early years, if a child's progress gives cause for concern, teachers would discuss this with the child's parents and agree how to support the child involving other professionals (for example, the Special Educational Needs Co-ordinator) as appropriate. Teachers will bear in mind whether a child may have a special educational need or disability which requires specialist support. If such a need or disability were diagnosed Falkner House would link with, and help families to access, relevant services from other agencies as appropriate. Details will be given of any targeted plan to support the child's future learning and development.