



Falkner House Assessment and Recording Policy

Nursery – Year 6 including EYFS

Please also see the Parent guide - Academic

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 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 is important for many reasons. It helps parents and teachers to:

- **Recognise children’s progress**

Maximum 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. At all times we want the children to be making the appropriate and their best 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 11+ exams 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.

- **Monitor, understand pupil needs and support and plan accordingly**

The headteachers monitor progress by informal but constant “walking the floor”.

- **Promote attainment**

The goal of assessment is of course to be able to measure attainment, and there is regular formal (inset and /or staff meetings) and informal staff discussion about how best to do this. Measurement against national norms can be helpful, particularly when it comes to informing parents, but it does not always give the full picture. 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.



Different forms of assessment at Falkner House

- Baseline teacher-led assessments are done early in the Autumn term of Reception (maths, English and behaviour) to give an initial reference point.
- Judgements of performance and potential in maths, English and 'behaviour' are done at the end of each term R- Y6. 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.
- From Year 2 children have twice yearly school assessments / exams in English and maths and as the children get older more subjects may be included.
- From Year 1 and up, children may have standardised English and maths tests.
- All tests at all ages are examined closely and compared with a child's class work and teacher expectations and knowledge of that child's general performance. Any discrepancies with the class as a whole are flagged.
- Children are prepared for external examinations (both regular and scholarship) at 11+, including exam and interview practice at appropriate moments.
- Pupils in the upper years may also be entered for external academic competitions.
- All of the above 'official' assessments are entered on the school 'year group performance' global log. The FH coding system is also used for Atom Quest tests etc and EAL when we note the languages used by parents and whether this has resulted in any linguistic issues for the child
- Falkner House assessments may be differentiated to meet the needs of both the very able child and the child who may need additional support.
- 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.
- 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.
- A dyslexia screening test may be done in Year 2/3.

Assessment across the curriculum

All subjects taught at Falkner House are assessed regularly and thoroughly, using methods suited to the nature of the subject and to the age and stage of the children. Assessment information is used to plan teaching so that every pupil can make good progress, and to inform the written reports parents receive at least once a year on their child's progress and attainment in the main subject areas taught.

Depending on the subject and year group, assessment may include:

- ongoing formative assessment through observation, questioning, discussion and the marking of class work and homework, with written and oral feedback and individual targets to help children improve;
- regular written tasks, tests and end-of-topic assessments to check knowledge, skills and understanding;
- direct observation of practical, oral and performance-based work;



- pieces of work completed at set points in the year, used to set individual targets and to measure improvement over time;
- self-assessment and peer assessment, where appropriate; and
- the formal school assessments and examinations described above.

In the younger year groups assessment is mainly formative and oral. Written assessments are introduced gradually as children move up the school, becoming longer and more demanding in line with the progression of the Falkner House curriculum. Teachers use their professional judgement to choose the form of assessment best suited to the age, group and capability of the children they teach.

Where an area of learning is largely oral and is not formally graded, teachers note relevant observations, which may be reflected in the general comments of the written report. Pupils' achievements beyond the classroom, such as awards, team selections and competition results, are also recorded.

Early Intervention

Assessment is vital so as to enable early identification of lack of progression or attainment. Teachers are charged with identifying a child who is making less than satisfactory progress in Falkner House terms – therefore showing an inability to progress through the curriculum. Appropriate intervention/support is then immediately put in place/given. Senior teachers play a key role in assisting teachers making these important judgements. Teachers address learning and development needs in partnership with the special needs co-ordinator, parents and any relevant professionals and will bear in mind whether a child may have a special educational need or disability which requires specialist support. Should such a need or disability be 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 ISP to support the child's future learning and development.

Differentiation

Teachers must use their judgement based on their own knowledge of the children (largely evidenced by what they see in class) when deciding whether a child should sit an assessment paper and, if they do sit a paper, which one they should sit. This is particularly relevant for Year 2 boys and any child who is performing at a significantly lower level than their Falkner House peers.

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 the Nursery and Reception teachers consider carefully on each child's performance and approach to all areas of learning and development to form the basis of written (at the end of Summer term) reports and feedback 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.