

**FAIRFIELD
PRIMARY SCHOOL**

**ASSESSMENT
POLICY
INCLUDING
REPORTING AND
RECORDING**

FAIRFIELD PRIMARY SCHOOL ASSESSMENT POLICY

Assessment is integral to the Curriculum for Wales. At Fairfield Primary School it is the procedure whereby judgements are made about the nature and quality of pupils' work and achievements on the basis of clear criteria. It provides a framework for monitoring progress, improving the teaching and learning process and raising standards.

Assessment assists in the provision for all children, of a broad and balanced curriculum differentiated for the needs of the children. It assists teachers in their planning, recording, reporting and in the effective delivery of a differentiated, child focused curriculum.

AIMS

To ensure that: -

- the assessment arrangements are manageable and effective in monitoring the progress of individual pupils;
- assessment is an integral part of the whole school curriculum policy and part of the teaching and learning process so that it improves the quality of children's learning;
- assessment is based on clearly defined curriculum purposes reflected by the Curriculum for Wales;
- pupils' work is regularly and effectively responded to so that they are provided with supportive feedback on their performances;
- the outcomes of assessment are used by teachers to inform and evaluate their planning and teaching ensuring continuity and progress;
- pupils are involved in the assessment of their own work, that they are clear about the criteria for assessment and about what they are expected to learn;
- information obtained from assessment, including the systematic analysis of the results of tests, is used purposefully to set clear targets for improvements for individuals, groups of pupils and the whole school.
- teachers appraise their own teaching performance
- pupils are fully motivated
- pupils are encouraged to look at their work with a view to raising standards

ASSESSMENT AND CURRICULUM PLANNING

Assessment is an integral part of curriculum planning and opportunities for assessment are identified early in the planning process. It helps children to progress, provides useful feedback for planning purposes, gives meaningful information to parents and other interested parties and enables the school to monitor its performance and its effectiveness.

At Fairfield Primary School we use the following [Assessment Process Overview](#).

At Fairfield Primary School we base our planning on our Fairfield Curriculum which has been informed by the Curriculum for Wales requirements. These identify: -

- progressive learning objectives;
- progressive skills and knowledge
- the knowledge, understanding and skills across the areas of learning;
- teaching methods and approaches together with classroom organisation;
- the learning activities that pupils might be expected to undertake;
- the assessment opportunities and activities.

The two main forms of assessment undertaken in our school are:

- 1) Day to day assessment/Assessment for Learning (AfL) - teacher assessment and pupil self-assessment
- 2) National and school determined tests that support teacher assessment (see [monitoring, evaluation and review cycle](#)).

RECORDS and END OF YEAR PROCEDURES

Record keeping is a way of bringing together assessment information for summative, formative, diagnostic and evaluation purposes.

Any relevant data will be recorded on a Class Tracking sheet.

School reading records will be updated regularly and passed onto the next teacher.

The following information should be passed on to the next class teacher: -

Reading Records

Internal trackers such as - Maths and Literacy information sheets; e.g. groupings, individual readers etc.

REPORTING

Parents Evenings take place during autumn and spring term, to discuss the child settling into the class and progress with their work.

Annual written reports will be provided for parents before the end of the Summer Term which will include brief particulars of a pupil's progress in all Areas of Learning and also attitudes to work and school. This should form a short commentary on the pupil's progress, identifying strengths and weaknesses, that also includes an attendance record and arrangements to discuss the report.

ASSESSMENT SCHEDULE

ASSESSMENT SCHEDULE (<u>Monitoring, Evaluation and Review Cycle</u>) The assessment schedule is reviewed on an annual basis	
TERM 1	On Entry observations (Nursery) On Entry Baseline Assessment & Language Link/Speech link (Reception) Big Writing (baseline September & end of term (Dec) Y1 - Y6 NFER SWST Spelling (Y2-6 at beg. of term) Salford A Reading & Comprehension Test (Y1-6 at beg. of term)
TERM 2	On Entry and continued observations using 'Assessment arrangements for funded non-maintained nursery settings' (Nursery) NFER SWST Spelling (February) (Y1-Y6) Salford B (January) (Y1-6)
TERM 3	On Entry and continued observations (Nursery) Language Link Jolly Phonics (Rec / Y1) Big Writing (May) (Y1-6) Salford C (June) (Y1-5) National and School Administered Assessments in April/May: - <u>Online Personalised Assessments (Y2-Y6)</u> (These can be carried out twice or earlier in the year) Reading Procedural Reasoning <u>Non Verbal Tests</u> GL Reasoning R-Y2 NFER 8 & 9 – Y3 NFER 8 & 9 – Y4 NFER 10 & 11 – Y5 NFER 10 & 11 – Y6

Additional tests are also carried out:

Spelling – Y3 upwards. (Weekly)

Big Maths - Total Recall (Weekly)/Levelled tests (Half termly)

White Rose Maths - End of topic assessments

ASSESSMENT FOR LEARNING

Children are encouraged to take responsibility for their learning and to view themselves in a self evaluative way. A system of pupil self assessment helps children in the following ways: -

- encourages children to adopt a more independent and positive approach to their work.
- provides the opportunity to gain insight into the development of the child
- provides evidence for reflection review, target setting and achievement
- encourages the development of a child's self-esteem
- promotes a feeling of self-worth and personal success
- strengthens communication skills
- leads and motivates children to target setting and ultimate self-improvement
- makes learning more personal

Children's Involvement in Assessment

Children are involved through: -

- being made aware of what they need to learn
- being made aware that they are being assessed
- knowing the criteria for assessment
- being aware of what they must provide as evidence
- making a judgement about the evidence, using the criteria
- being aware of what they can do
- recording what they can do
- knowing what they need to do next to make further progress

Every lesson will have a Learning Objective (L.O.) which will be discussed with the children at the start of the lesson. Success criteria (S.C.) will also be discussed which will be the focus of their self and peer evaluation. Throughout the lesson, staff will discuss with the children how effectively the Learning Objective has been achieved.

Peer assessment can be verbal as well as written down. Peer assessments can be undertaken across the curriculum.

OPEN QUESTIONING

Instead of asking mainly recall questions, teachers are required to plan questions that are worth asking, i.e. the 'open' rather than a 'closed' question. The concept of open questioning may be used very effectively in conjunction with the "Talking Partners" approach where all of the children are actively involved in the learning.

Monitoring and Review

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