



THOMAS'S FULHAM ASSESSMENT POLICY

INTRODUCTION

At Thomas's Fulham assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities and how pupils develop their learning, enabling planning and delivery to be more effective, thereby raising attainment for every child.

AIMS

- To guide future planning, teaching and curriculum development
- To monitor progress and support learning
- To recognise the achievements of all pupils
- To provide information for target setting for individuals and vulnerable groups
- To encourage pupils to adopt a responsible approach to their learning, using self and peer assessment
- To inform parents of their children's progress and attainment
- To identify children for intervention

PROCEDURES

Formative Assessment

Formative assessment is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve pupil attainment. It typically involves qualitative feedback for both pupil and teacher that focuses on the details of content and performance. Pupils' progress and attainment in Early Years are recorded using 'EYFS Tracker'. Pupils' progress and attainment are recorded half termly using a tracking system (TUC- Taught, Understood and Confident). Assessment for Learning strategies are at the heart of promoting pupils' learning and are strongly embedded within our teaching and learning across all subjects in order to support and enhance each pupil's progress and attainment. *(Refer to Subject Statement Policies, Teaching and Learning Policy)*

Teachers adopt the following Assessment for Learning strategies as part of formative assessment:

- Differentiated planning and practice with links to prior learning
- Well understood limited learning intentions
- Effective teacher questioning
- Regular and planned opportunities for speaking and listening including peer mentors
- Peer and self-assessment

- Individual target setting
- Developmental marking linked to target setting
- Plenary used as an assessment opportunity

Digital Strategies:

- mindmaps
- quizzes
- digital storytelling

Summative Assessment

Summative assessment is practised termly and at defined periods of the academic year to evaluate pupils' progress and to gain further insight to individual pupil attainment. It is used in conjunction with formative assessments, providing teacher and pupil with helpful information for future planning, class work and in determining the overall progress in subjects for report writing. Staff refer to the Assessment Calendars for Lower School and Prep School to track when summative assessments are carried out during the academic year.

Summative Assessments carried out during the year – Core subjects:

Lower School

Summative and screening assessments:

- Baseline (Rec)
- MIST (Middle Infant Screening Test – Yr 1)
- EYFS Learning Journeys and TAPESTRY (Rec)
- Phonics Screener (Yr 1) and re-test for low scorers in Michaelmas Term of Yr 2
- SWST (Single Word Spelling Test – Yr 2)
- Suffolk Reading Scale (Yr 2)
- Standardised assessments in Maths and Literacy (PIRA and PUMA) – termly (Yrs 1 and 2)
- Unaided sustained writing assessments – half termly (Yrs 1–2)
- Regular assessments of spelling and reading e.g. tests of HFW lists, spelling lists, observational reading assessment

Prep School

- SWST (Single Word Spelling Test (Yr 3–6)
- Internal assessments in Maths – half-termly (Yr 3–6)
- End of Michaelmas term practice 11+ papers for Literacy (reading and writing) and Maths (Yrs 5–6)
- End of Summer term internal assessments (Yrs 3–4) and practice 11+ papers for Literacy (reading and writing) and Maths (Yrs 5–6)
- Standardised assessments in Maths and reading (PIRA and PUMA) – termly (Yrs 3–6)
- Unaided sustained writing assessment recorded in portfolios – half termly (Yrs 3–5)
- VR and NVR Bond Assessment papers – termly (Yrs 3–6)
- Bofa online practice reasoning assessments (Yrs 5–6)
- CAT4 (Cognitive Abilities Tests – Yrs 5–6 Sept/Oct; Yrs 3–4 Jan/Feb)
- Ongoing practice papers for 11+/13+ pre-assessment in English, Maths and Science (End of Yr 5 and in Yr 6)
- End of unit Science assessments (Yrs 3–6)

Learning Support Assessments

- WRIT – Wide Range Intelligence Test
- WRAT 4 – Wide Range Achievement Test
- SWRT – Single Word Reading Test
- BPVS III – British Picture Vocabulary Test III
- PhAB 2 – Phonological Assessment Battery 2
- YARC – York Assessment for Reading Comprehension
- GL Dyslexia Portfolio
- Basic Number Screening Test
- Basic Number Diagnostic Test
- TOWRE 2
- CTOPP 2
- Off level testing for Most Able
- Diagnostic Spelling Test
- DRA (Diagnostic Reading Analysis)

PROCEDURES

1. Planning

In Early Years we adopt a continuous provision approach to curriculum planning between subjects and full coverage of all Prime and Specific Areas of Learning.

From Year 1 the curriculum for each academic subject is planned loosely in accordance with the National Curriculum ensuring that all pupils develop a wide range of skills, knowledge and understanding. We place a strong emphasis on a broad curriculum in all subjects including Art, Dance, Drama, Music and PE all taught by specialist teachers from a child's first day in school. Rec–Yr 2 follow an enquiry–based curriculum which encourages a cross–curricular approach to learning. Yr 3–6 used enquiry methods with a cross–curricular approach in Humanities.

(Refer to Curriculum Policy)

Thomas's Fulham plans in three phases:

Long Term Planning:

- A curriculum overview for Lower School and Prep School is set by the CDH and HoDs outlining the term's topics to be covered. From this, teachers produce medium term planning
- shows progression and ideas for teaching
- is reviewed annually to ensure planning is updated in relation to statutory requirements
- can differ to suit different subjects

Medium Term Planning:

- is a termly detailed plan stating the 'Learning Intentions' i.e. what the child is:
 - to know (specific facts)
 - to be able to do (skills)
 - to understand (concepts)
 - to be aware of (attitudes, school values, Learning Habits and well–being etc.)

- determines the best activities and methods to achieve the learning intention, but in general terms
- enables cross curricular links, particularly with Learning for Life and Computing curriculums, and demonstrates how literacy and numeracy can be supported

Short Term Planning:

- should contain:
 - Learning intention and the success criteria
 - Specific activities highlighting VAK strategies
 - Differentiation and organisation of pupils
 - Assessment for Learning opportunities
 - Digital learning intervention
 - Resources to support learning within the lesson
 - Key words related to the topic
 - SEND, Most Able, EAL & more able requirements with regard to individual Provision Maps
 - Learning for Life, Computing and cross-curricular teaching opportunities
 - Reference to the Learning Habits with the inclusion and practice of the 4CS (communication, collaboration, creativity and critical thinking)
- is the teacher's detailed breakdown of daily or weekly teaching activities
- the incorporation of both formative and summative assessment opportunities
- flexibility in response to assessment and observation of the pupils
- the reflection upon, during and after lessons to assess pupils' learning and plan accordingly

2. Feedback and Marking

Please refer to *Thomas's Fulham Feedback and Marking Policy*

Feedback and marking is integral to assessment from Reception to Year 6. Affirming feedback, written or verbal helps pupils to accept and know their abilities and honest feedback helps pupils to improve. With the introduction of digital resources and instructional technology within the curriculum, online marking and digital feedback are sometimes embedded into lessons and to help support homework where appropriate.

There are three crucial elements:

1. Evidence on the present
2. The desired goal
3. Some understanding, for the pupil, of a way to close the gap between the two.

Therefore, marking must:

- Relate to the learning intention and success criteria
- Be positive and constructive, allowing the pupil to take responsibility (affirmation and honesty)
- Give the pupil a sense of overall progress and strategies for improvement
- Inform teachers' future planning and target setting
- Not focus solely on 'secretarial' aspects

3. Benchmarking

A common understanding and agreement of standards must exist in order for assessment to be effective over time. This is achieved by:

Moderation – the process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process within their Key Stages to ensure agreement on criteria and to ensure a consistent approach in assessment throughout the year group and school. Teachers discuss samples of work, relating them to our own curriculum, National Curriculum Age Related Expectations (ARE), knowledge of senior school entrance exam requirements, and agreeing on examples which set the benchmark for each year group. Moderation of work is monitored through book scrutinies, providing feedback to staff.

Progress Meetings – all staff discuss levels of progress within year groups to identify pupils with particular needs (e.g. SEND, EAL, Most Able, Summer Born and Lower Ability) so that any issues can be addressed in subsequent lessons and internal support groups can be provided.

4. Target Setting

Personal and individual child's targets emerge from feedback and marking and can run in tandem with the class or group learning intention. Long term targets and personal targets are generated for Literacy and Mathematics by the school's internal assessment tracking system (TUC), displayed written in pupils' exercise books whereby they can be referred to and annotated on a daily basis. Self-assessment and peer assessment are used regularly allowing pupils to fully engage in their own learning and progress and to support personal target setting.

5. Reporting

Reports promote and provide:

- good home and school relationships
- invaluable feedback to parents regarding their child's progress
- an opportunity for discussion with parents
- future targets for the pupils

At the end of the Michaelmas and summer terms written reports are provided for all parents. They are written by the form teacher and by subject specialist teachers (Computing, Art/DT, Music, Drama, PE, French and Mandarin). Reception reports do not include the following criteria.

The reports contain:

- an effort grade
- an Age Related Expectation attainment level (1–exceptional standard, 2– working well above, 3–working above, 4– working at, 5– working towards)

In the Michaelmas Term and the Lent term, parents have individual meetings with the form teacher to discuss their child's progress. The form teacher prepares notes before the meeting and, during the meeting, records all relevant comments and feedback by the parents, and any agreed course of action or target setting. All information is recorded onto iSAMS, the school's management information system.

Parents have individual meetings with subject specialists in the Lent term. Great emphasis is placed on a broad curriculum at Thomas's Fulham and we provide the opportunity for parents to be informed of their child's progress in these co-curricular subjects.

The pupil planner and email are used for reporting useful information on a daily basis. This can be teacher to parent or vice versa.

6. **Recording**

Progress and attainment against Are Related Expectations (ARE) in Literacy and Maths from Year 1–6 are recorded termly using the school’s internal assessment tracking system (TUC) to support future planning and to monitor progress. Assessment results from internal assessments and standardised testing for both Maths and Literacy are recorded internally and on the management information system (iSAMS) to monitor progress and address any issues should they arise.

EY profiles are regularly updated using the Tapestry online progress monitoring system, recording levels of progress in the six areas of learning.

Each class in Year 1 and Year 2 is responsible in organising and maintaining a class assessment file which include National Curriculum objectives to track progress, and record any results. Any relevant information regarding a pupil will be stored within this file for future reference.

Individual pupil assessment files in Prep School are closely monitored and updated by form teachers on a regular basis. They contain standardised assessment results, samples of work and learning support documentation, if necessary, and are passed onto the next form teacher in order for pupils to be tracked as they progress through the school.

Each co-curricular department employ specific tracking systems to record and examine stages of progress and allows teachers to identify and address any issues that may occur.

ROLES AND RESPONSIBILITIES

The Role of the Curriculum Deputy Head

- To formulate the school’s assessment policy in consultation with the Headmistress
- To provide support and guidance with assessment and keep up to date with current information
- To resource school with relevant assessments
- To liaise with subject leaders and HoD within the school and with Thomas’s sister schools
- To liaise with the Data Lead and IT team to ensure accurate and efficient reporting

See also: [Curriculum Policy](#)
[Fulham Curriculum Policy, Fulham Learning Habits and the Learning Circles,](#)
[Fulham Feedback and Marking Policy](#)

This policy will be reviewed annually			
Created: January 2012	By:	Susannah Bell, Curriculum Deputy Head	
Latest Review: January 2020	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Next review: January 2021	By:	Susannah Bell, Curriculum Deputy Head	