



Assessment Policy

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Our vision for assessment

We believe in the statement that **all forms of assessment should be used to improve teaching and learning.**

At Brandesburton we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

We have agreed on the following principles as the basis of our assessment system

- All forms of assessment should be used to improve teaching and learning
- Simple to use and understand
- Testing should be rigorous and reliable
- Underpinned by a knowledge of the curriculum
- Informs planning and delivery of the curriculum
- Helps a child to recognise the next steps in their learning
- No unnecessary paperwork that does not contribute to teaching and learning
- Provides reliable information to parents about how their child is doing
- Ensures that Brandesburton is keeping up with external best practice

On-entry data - EYFS

In EYFS we complete baseline assessments within the first few weeks of the children starting in both FS1 and FS2. This provides us with the children's starting point and we can plan for the progress of each child accordingly. For children in FS2 we complete the Statutory Reception Baseline Assessment. This is a short, interactive and practical assessment of each child's early literacy, communication, language and mathematics skills, using materials that most children will be familiar with.

Pupils are then assessed throughout the year through daily observations, discussions, small group work and focused tasks. At the end of each half term we record the progress of each child in all seven key areas of learning and this is used to track each child and set targets for the next half term. At the end of EYFS, children are teacher assessed to determine whether they have reached a good level of development towards their Early Learning Goals.

Formative Assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or not on track. This information should be used to ensure that any children who are not on track are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

National curriculum expectations and progress documents

The National Curriculum Programmes of Study provide the backbone of our formative assessment framework, however; as they are not assessment framework in themselves, we have developed a set of progression documents for each subject to allow both staff and children to be able to track progress of individuals. These documents provide clear, broken down statements of yearly/phase expectations and can be used by teacher to support planning.

Marking

At Brandesburton, where possible, we believe that the best method of providing feedback to children is in the moment and therefore 'live marking' takes place regularly in all classrooms. Teachers aim to provide timely, specific verbal feedback which the children then action within the same lesson.

Where verbal feedback was not possible, teacher's use written marking to feedback to pupils on their successes, give ways forward, assess pupil progress and inform future planning - to meet pupils' needs.

Marking indicates to the pupil what they have achieved and what they need to try to do next / how they can improve their work. We mark to learning objectives set, and we identify how children can improve their work or move on, with a clear, individualised next steps action or question. In addition to marking to objectives, pupils' common errors are regularly brought to the child's attention so that they are able improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc...

The school has a specific marking code for both KS1 and KS2.

All work is marked as soon as possible, and where practical, in the presence of the child. All work done by the child should be acknowledged by the teacher.

Marking should be used to progress learning, therefore, where possible, teachers mark the content of the work and then extend the children further with an action. The school expects that work will be marked prior to the following lesson and that children are given time to address any actions in the following lesson.

(Please see Marking Policy for further detail)

Self/peer assessment

Commencing each lesson, the children will be told what they are going to be learning and why, through the use of 'I can...' statements. These statements are often then reflected upon towards the end of a lesson, to allow the children to assess their understanding of the day's objectives. A show of hands/thumbs up or down can also be helpful for the teacher to assess class confidence, which in turn can help to inform future planning.

Subject assessments

Subject leaders have used the end of year / phase expectations from the National Curriculum, as well as the progression documents for each subject, to produce end of unit assessments for the foundation subject areas (including science). These documents are an assessment tool for the teacher, not a 'test' or piece of work for the children. They allow teachers to be able to accurately record the progress and attainment of individuals, which in turn can support them with future planning. They are also a very useful tool to allow new staff members / staff members unfamiliar to a cohort of children to quickly identify where gaps / strengths in learning are, within specific areas of the curriculum.

Component Knowledge recall

At the beginning of lessons, at Brandesburton, component knowledge or basic skills are recapped to ensure they are kept fresh in the children's minds. In maths, this is in the form of Quick Starts, in which the children are challenged to practise calculations, linking to previously taught skills. In English, grammar skills are revisited at the beginning of each session and these grammar skills are often kept consistent for a few days / a week to ensure that they are embedded. In other subjects, a quick quiz / question and answer session might be used to revisit and recap on previously taught component knowledge. As well as supporting the children to remember key facts and information, these recall sessions also allow for staff to be able to assess what knowledge / skills have become embedded and which might require further teaching.

Summative Assessment

Summative Assessment is the formal testing of what has been learned in order to determine current attainment.

Statutory National testing

During their time in school children will sit four external national tests. These are as follows:

Reception – EYFS profile – submitted in June

Year 1 – Phonics screening test – June

Year 2 – Teacher assessment formally recorded and submitted - June

Year 6 – KS2 SATS in Reading, SPaG and Mathematics – June – externally marked
Teacher assessments in Writing (informed by the SPaG), Reading and Mathematics

At Brandesburton, our summative teacher assessment judgements take into account:

- work completed in class
- homework and information from parents
- observations of learning
- questioning and discussions
- specific assessment tasks
- tests and external assessments

Assessment of writing

In order to show children's true development in writing, we encourage that children are exposed to high quality modelling and practice, throughout a unit, before being challenged to complete an independent write. This allows the children to independently demonstrate the skills and structures that they have acquired during that unit. Children will usually produce 2 or 3 independent writes per term. These final pieces of writing, can then be assessed, alongside the progression documents and National Curriculum end of year expectation statements to provide a summative judgement of a pupil's writing at three key points in the year (end of Autumn, Spring and Summer).

Assessment of maths

In maths, Brandesburton use end of unit assessments to assess a pupil's progress and attainment within a specific unit of work and also end of term assessments, to establish what knowledge has been retained. These assessments allow the teacher to establish what knowledge has become embedded, identify children who may need additional support and inform their future planning, to ensure basic skills are rooted.

Assessment of reading

In EYFS, staff plan and assess using the RWI programme, Development matters and the EYFS handbook 2023. They make informal assessments throughout the year, through daily reads, conversations and guided reading sessions with the children, and track the progress of the children's phonic knowledge half-termly.

Key stage one: RWI Assessments are conducted half- termly (minimum) by the Phonics Lead. This assessment assesses which sound each child knows, and also assesses reading fluency. Each child's half-termly assessment will determine which RWI group they are in for the next half term. To be on track for age related expectations at the end of Year 2, the children should be ready to finish to RWI scheme and move to whole class guided reading at the end of the autumn term.

Key stage two: Staff plan and assess against the national curriculum and guidance given from the English lead on coverage of the cognitive domains.

Monitoring progress

When using data to judge progress, we would expect most children to enter the year group working towards the standards within that year group. We appreciate that progress is not always linear and some children move on faster than others but by the Summer term, we would expect at least 85%-90% of children in each year group to be achieving the National Standard in the core subjects and around 25-30% should be working at greater depth. At the start of the year, we set end of year targets for each child and derive a target for the year group on that basis.

As well as looking at this broad measure of progress, we also look in more depth at a child's standardised age score and calculate the changes within the score over the course of the year and year on year. This helps us to measure the progress that the child has made over the course of the year and from one year to another.

Assess and review

Top level data is important to see how whole or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary. For this reason, the class teacher meets with relevant members of the SLT once a term. The progress of individuals and specific groups of children is discussed in relation to assessment data that the teacher has prepared. As a result of these meetings, targets may be revised and intervention groups planned. Children who are struggling, not making progress or who are a concern for their teachers in any way are then picked up on individually. The relevant member of the Leadership team, alongside the teacher, will decide on a course of action for that child, which may include a course of intervention, a possible referral for SEN or a social intervention. That child is then followed up on each term to monitor their progress. At the end of each academic year teachers hold data meetings to ensure smooth transition of assessment data/knowledge between classes.

Support and Interventions

In order to ensure that all children achieve, the school has established a rigorous catch up programme, tailored to the needs of the child. Some of our offerings are as follows:

Academic

- Daily 1:1 catch up sessions run each afternoon in literacy and maths, which focus on the specific needs of the child attending, informed by the school's progression documents.
- Daily, teacher/TA led maths intervention across the whole school during maths sessions, where children who have not grasped a particular lesson are targeted immediately and supported by the teacher.
- Daily, teacher/TA led small group teaching of maths, focusing on stage not age.
- Weekly handwriting sessions for all years groups
- Times Table Rock Stars homework in KS2
- Small group/individual phonics and reading support in an afternoon for children in KS2
- Fast Track phonics and reading support in an afternoon for Year 2

Learning or emotional support

- Speech and Language programme – children have a tailored programme to follow, delivered by a trained teacher or TA.
- Weekly social skills groups for identified children
- Lego and drawing therapy

Children with SEND

The school has a number of children who have specific and /or profound learning needs and who may therefore not be accessing the curriculum for their year groups. Those with profound SEND, who are working below the yearly progression documents, are assessed using school's progression documents (stage appropriate). The SENCO will meet regularly with teaching assistants and teachers to monitor record keeping and target setting for these children. As part of the termly assess and review process, all phase leaders meet with the SENCO to discuss the progress of children with SEN and identify further actions for individuals e.g. involvement of external agencies and classroom strategies. These actions are then reviewed and discussed in the leadership tracking meetings.

(Please see SEND Policy for further detail)

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence to justify judgements made.

At Brandesburton Primary School we:

- Meet regularly to moderate Reading, Writing and Mathematics
- Moderate basic skills across the whole curriculum
- Moderate work through planning, book scrutiny's and discussion, feeding back findings to relevant members of staff
- Participate in moderation with cluster and academy schools and the Local Authority schemes

Reporting to parents

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from any member of staff. We endeavor to communicate well through newsletters, termly curriculum maps, homework tasks, reading journals, reports, open days, parental workshops and the website. Parents have regular opportunities to discuss their child's progress with teachers. Formal parents' evenings are held in the autumn and spring terms. A full report is sent to parents in the summer term. The report will cover the child's performance in all National Curriculum subjects. **In summer term, a written progress report will communicate achievement. In Year 1 it will include details of the phonic screening; at the end of Key Stage 1 it will include the level the child has attained through teacher assessments in Reading, Writing, Maths and Science and the end of Key Stage 2 it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through Teacher Assessments in Reading, Writing, Maths, Science and SPAG.**

Roles and responsibilities

The Head teacher is responsible for...

- Overseeing standards of teaching/learning and assessment across the school

The leadership team are responsible for...

- Reviewing the school's assessment procedures and policy on a yearly basis
- Overseeing standards of teaching/learning and assessment within their subject area
- Acting on concerns about a child's progress to ensure adequate support is provided
- Evaluating the impact of any interventions to ensure they are effective
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning

The SENCO is responsible for...

- Collecting data for all SEND children
- Monitoring the progress of SEND children
- Ensuring progress is shared with parents/cares

The assessment coordinator is responsible for...

- Coordinating and overseeing whole school assessment and review cycles, including statutory testing
- Reporting the results of Statutory national tests to the school, parents and governors
- Reviewing assessment procedures and moving assessment forward
- Implementing changes decided upon by the leadership team or in consultation with staff
- Training staff on any changes to assessment
- Working with core coordinators to develop specific assessments for their areas

Teachers are responsible for...

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations
- Informing the member of leadership of any children they are concerned about in a timely fashion
- Reporting the results of summative tests
- Maintaining individual teacher assessment records
- Reporting their child's progress to parents

The designated office staff are responsible for...

- Inputting relevant data in the school's SIMS system
- Supporting the assessment manager with data inputting or statutory assessment reports.

Reviewed – October 2023

Next review – October 2024