



Belonging, Believing; Together Succeeding.

Policy: **Assessment Policy**

Date Reviewed by Staff:	20/04/21
Date Reviewed by Education Committee:	22/04/2021
Next Review Date: (3 years unless otherwise advised)	March 2024

Our Vision

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Rationale

At Barrington Primary School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Types of assessment:

At Barrington Primary, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

In-school Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

National standardised summative assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They provide parents with information on how the school is performing in comparison to schools nationally. Teachers have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' are used:

EYFS Baseline in September

EYFS Early Learning Goals assessment at the end of Year R

A phonics test in Year 1 (and Year 2 if this test was not passed in Year 1)

Multiplication Check in Year 4

National Curriculum teacher assessments (informed by testing) at the end of Key Stage 1

National Curriculum tests at the end of Key Stage 2

Interim Framework for Teacher Assessment (KS1 & 2)

Planning for assessment

The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.

Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment and Reporting in the Foundation Stage

Assessment in EYFS is carried out through observation of the children. Observations are used to provide evidence to assess and fill out the Foundation Stage Profile.

Pupil files: are files with exemplar pieces of work mainly done independently by the children. They provide key evidence in support of the profile points, which provides a record of attainment for each child.

Focus Activity: during focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified.

Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives

and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.

- Teachers use tracking grids within Target Tracker for each child on an on-going basis to record progress and to identify next steps for learning in reading, writing and maths.
- Year group targets set expected National Curriculum levels for individual children to reach at the end of each academic year.
- A variety of tests may be used from time to time as part of the assessment process to identify progress and gaps in learning.
- The SEN Register and pupil personal planning ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- The Vulnerability and mental health provision map ensures that children are supported appropriately and their needs assessed regularly.
- Cumulative Pupil Progress paperwork are kept for each class to record progress, identify under-achieving pupils and set targets, in reading, writing and maths for individual pupils and groups.
- Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.

Assessment Methods/Materials:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to inform teacher assessments against assessment focuses using the tracking grids for reading, writing and maths. These results should not be used to assign levels

Moderation

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum level descriptors or Early Years Foundation Stage Profile (EYFSP). During the year there are opportunities to meet with class teachers from other local schools to moderate judgements across schools in the area. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

Appendix 1

Assessment material test and tools

Reading	<ul style="list-style-type: none"> • Pupil observations • Book/work scrutiny • Guided Reading Records • Running Records (PM Benchmark) • Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words) • Optional published tests (Years 1-6) • Teacher planned comprehension tests/activities 	<p>Published tests used:</p> <p>PIRA Comprehension tasks Pupil phoneme finder Past SATs papers Y2 and Y6</p> <p>Testbase Headstart CGP</p>
Writing	<ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Writing samples (independent where possible) • Phonics assessment (spelling of high frequency words; observation of spelling of graphemes/alternative graphemes) • Optional published SpaG tests (Years 2-6) • Results of class tests (e.g. weekly spelling tests) 	<p>Published tests used:</p> <p>Testbase Headstart PGP Past SATs papers Y6</p>
Maths	<ul style="list-style-type: none"> • Focused marking • Pupil observations • Book/work scrutiny • Results of class tests (e.g. tables tests) • Optional published tests (Years 1-6) • LA diagnostic testing 	<p>Published tests used:</p> <p>White Rose Hub assessment tools (progress and end of year) Past SATs papers Y2 and Y6 Testbase Headstart Maths frame times table checker</p>

Appendix 2

School assessment cycle

Autumn 1	<ul style="list-style-type: none"> • On entry data for Foundation Stage Profile in Reception (Autumn 1) • Target tracker baseline entered for Y1 pupils (Autumn 1) • Class provision maps produced • Senior Leaders analyse SATs results • Class profiles updated and end of year targets set • Parents' Consultation Meetings • Phase group assessment moderation meetings
Autumn 2	<ul style="list-style-type: none"> • Phase group assessment moderation meetings • Target Tracker updated for all year groups – Autumn 2 set • Pupil Progress Reviews • SEN intervention trackers reviewed • Class provision maps reviewed
Spring 1	<ul style="list-style-type: none"> • Class provision maps produced • Parents' Consultation Meetings • Phase group assessment moderation meetings
Spring 2	<ul style="list-style-type: none"> • Pupil Progress Reviews • SEN intervention trackers reviewed • Phase group assessment moderation meetings • SEN Reviews • Target Tracker updated for all year groups – Spring 2 set • Class provision maps reviewed
Summer 1	<ul style="list-style-type: none"> • Phase group and cross phase assessment moderation meetings • Class provision maps produced • Year 6 SATs week • Year 2 SATs (on-going throughout the half term) • Local Authority SATs moderation meetings for Reception, Year 2 and Year 6 • End of year reports produced • EYFS moderation
Summer2	<ul style="list-style-type: none"> • Year 1 Phonics Test • Target Tracker updated for all year groups – Spring 2 set • Report EYFSP to Local Authority • Report Year 1 Phonics Assessment results to Local Authority • Report Years 2 SATs results to Local Authority • Pupil Progress Reviews

	<ul style="list-style-type: none">• SEN intervention trackers reviewed• County moderation• Class provision maps reviewed• Report all results of statutory assessments to parents• Annual reports sent to parents• Class handover meetings (current teacher meets receiving teacher to share information)
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