



Assessment Policy

Policy Adopted: 23rd March 2023

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Next review date: March 2028

**'Learning Together with Kind Hearts and
Determined Minds'**

1. The principles and aims of assessment

The principle of an assessment system is to track pupil progress. Assessment takes account of children's achievements. At Borough Green Primary School (BGPS), we assess children's social, emotional, physical, personal and academic development. All children will be given the opportunity to demonstrate their achievements.

2. Aims and Rationale

At Borough Green Primary School, we believe that:

- Each child is an individual and that our assessment of them should enable them to make good progress towards the National Curriculum standards at an appropriate level and rate.
- Effective assessment takes into account a child's performance both daily and over time as well as in more formal timed tests when appropriate.
- Assessment should be used to evaluate strengths and emerging needs and to use this information to plan and implement teaching sequences and strategies which will help individuals and groups to make progress while being challenged, inspired and motivated.
- Assessment feedback should promote independent learning and celebrate achievements as well as identifying what individuals need to do next.
- We should take into account individuals' needs when choosing additional assessments, ensuring an inclusive approach which allows pupils to achieve and demonstrate progress, while also enabling teachers and teaching assistants to plan for extra provision to support additional needs or Special Educational Needs.
- Assessment judgments reflect the independent ability of pupils from a range of evidence and are moderated to ensure they are robust and fair; moderation takes place in year groups, across the school and in meetings with other professionals from the collaboration.
- Making robust judgments is a priority and Continuing Professional Development provision reflects this with teaching staff given frequent opportunities to receive training at county standardisation meetings.
- Assessment data is used to track the progress of pupils across the school, to ensure that all pupils make good progress and achieve their full academic potential. The data is also used to make further improvements to the school's provision and curriculum, taking into account the particular needs of changing cohorts.
- Assessment should be manageable and useful, supporting the child's progress and valuing staff well-being. We recognise that some forms of summative assessment such as written marking in books is not always the most effective way to promote an individual's progress and independence; timely verbal feedback may often be more effective.

3. Arrangements for the management and evaluation of assessment

The policy will be monitored by the SLT and HT to ensure all assessment procedures provide valuable information whilst taking account of teacher workload .

4. Assessment in Early Years

In May/June, Early Years Foundation Stage teachers visit the nurseries of the children who have been offered a place at BGPS. These children then visit BGPS four times in June and July to aid their transition. A meeting is held for parents in July – welcoming them to school and to help them understand the EYFS learning and assessment.

The children are assessed using the Reception Baseline Assessment from the Standards and Testing Agency which has to be completed within 6 weeks of a pupil starting school.

Tapestry, an online journal to help record the learning and fun of early years education, is used daily to track the children's progress with summative assessment then used to support our moderation. Tapestry is used as the main tracking tool in EYFS and summative assessments take place termly. We also use Tapestry to identify the children's next steps and to interact with parents.

Moderation takes place and data is tracked each term, on Tapestry, according to a child's age and stage. Phonic and number assessments are completed every term and academic setting is used when appropriate. All groups are regularly monitored with flexible grouping which supports the children's progress and attainment.

End of year assessments consist of assigning expected or below Early Learning Goals.

5. Different forms of assessment

There are three forms of assessment:

A) Day to day in-school formative assessment or Assessment For Learning

This is fundamental to effective teaching and learning, enabling a teacher to quickly gather information about an individual's or group's understanding and misconceptions in order to plan and deliver effective teaching sequences. It is most effective when teachers use the information to re-shape learning and adapt lesson planning in response to emerging learning needs.

It may take the form of targeted 'question and answer' during lessons along with probing questions to elicit deeper understanding; verbal feedback during activities; marking of pupils' work; observational assessment; identifying when targets are secure and setting new targets; daily assessment for learning (AfL) activities such as classes creating their own success criteria for a particular task, observing pupils discuss a task, pupils' self-assessment and peer assessment against specific criteria.

'Question and answer' strategies are used carefully to ensure that teachers can quickly gather information about groups; a 'no hands up' approach may often be most effective and the use of whiteboards and 'Show Me' answers means that more than one child's understanding can be observed. These approaches are most effective when the teacher uses them to check the understanding of the whole class and re-teach or re-direct learning as appropriate.

Learning Questions are used to ensure pupils know how to demonstrate success and progress in a lesson.

Teachers keep records of their observations and judgments in an assessment book. These records enable teachers to adapt future lessons to meet the needs of groups and individuals and to inform their summative assessments in Moderation and Assessment Weeks.. Records also identify where / how effective differentiation in approach or task is required to enable children to make good progress in their learning.

We believe that Assessment For Learning should be:

- A fundamental part of effective planning of teaching and learning
- Focused on how pupils learn
- Recognised as central to classroom practice
- Regarded as a key professional skill which can be reflected upon and improved over time
- Sensitive and constructive allowing pupils dignity and emotional security
- Take into account the importance of learner motivation
- Promote shared commitment to learning goals and the criteria by which they are assessed
- Provide learners with constructive guidance about how to improve
- Promote the learner as the most active agent in an individual's progress
- Develop learners' capacity for self-assessment so that they can become self-reliant, reflective and effective as editors of their own work
- Recognise the full range of achievements for all learners – what is outstanding progress for one child may be under-achievement for another.

B) In-school Summative Assessment

Summative assessment takes place during Assessment and Moderation Week 3 times a year, followed by data drops. This may happen with greater frequency in Year 6. A 'best-fit' judgement is reached after close scrutiny of a range of evidence which may include more formal tests. Year 5 and 6 complete SATs past papers in Mathematics, Reading and Spelling, Punctuation and Grammar. Years 1 – 6 complete a Star Reader Test every term which gives a reading age. Whole school writing moderation takes place at least 3 times a year and further moderation is carried out within year groups every Assessment and Moderation week. The statutory frameworks for assessment are used rigorously to arrive at fair and honest judgments.

Systematic recording of information leads towards a summary of where the pupils have reached and the progress they have made at a point in time. Books, discussions, observations and tests are used to provide the teacher with the evidence to summarise progress and objectives met. This information is tracked in Arbor and analysed by the SLT with any anomalies/concerns raised with individual year groups or teachers. This enables us to track pupils' progress within year groups and over time.

The tracking data system used by BGPS is Arbor, which uses PKS (Pre-Key Stage Standard), Below, Working Towards, Expected and Greater Depth Standard to record where children are on their journey to mastering the curriculum... The majority of pupils should be

achieving the Expected Standard; pupils working within a year of their age-related expectations are assessed as Working Towards; pupils more than a year below their age-related Expectations are assessed as Below and pupils working at the standard of the previous key stage are assessed as PKS. A baseline assessment will be entered in each year, in order to measure termly progress from this baseline assessment. Most pupils will continue to achieve within the Expected standard with some achieving more and being assessed as Greater Depth and others working within the PKS, Below or Working Towards standards and moving closer towards their age-related expectations within Expected over time. Information can be filtered to view data of our more vulnerable groups of children, for example: Pupil Premium, Disadvantaged, SEN, EAL, Summer Born, Looked After Children, etc. This system of measuring attainment and progress is an in-school summative assessment tool and helps us with self-evaluation and the monitoring of pupil progress over time. Progress can be viewed in year and across key stages, thus enabling us to look at pupils with a low starting point and whether they are achieving in line with expected performance measures and if we are 'diminishing the difference' for vulnerable pupil groups.

This information is entered by the class teacher and is tracked and analysed by the subject leaders and the Senior Leadership team. All members of staff have access to the data for their own analysis.

Progress will be shared with parents, as follows:

- Written report and Parent Consultation in Autumn term to set targets.
- Written report and Parent Consultation in Spring term to discuss progress and review targets.
- Written report at the end of the Summer term which includes the pupil's reflection on their learning journey that year.
- Personalised plans for some children with special educational needs are shared and reviewed up to three times a year.

C) National Standardised Summative Tests

- Teacher assessment for each area of the EYFSP (EYFS Profile)
- Statutory phonics test in year 1
- Statutory phonics retakes for year 2 children who did not pass in year 1
- Standard Assessment Tests (SATs) at the end of KS1 (2023 will be the last year of KS1 SATs)
- Year 4 Multiplication Tables Check
- Standard Assessment Tests at the end of KS2

6. The Assessment of Foundation Subjects

When pupils have completed a Learning Experience using Cornerstones, assessment can be made using Cornerstones. A simple assessment of PKS, Below, Working Towards, Expected and Greater Depth Standard enables Subject Leaders to monitor the achievement of individuals and groups. Simple summative assessments completed at some distance from the original learning enable teachers to assess whether new knowledge and skills have been truly mastered and are securely in pupils' long-term memories. These may be based on key

terms and concepts outlined in our Knowledge Organisers, Medium Term Plans and Knowledge and Skills Progression Maps.

Ongoing discussion of prior learning enables teachers to judge whether pupils are developing a secure and coherent picture of a foundation subject over time. Where gaps in long-term memory are identified, staff discuss how to change teaching approaches or adapt the frequency of retrieval practice to ensure retention of knowledge and skills. The Knowledge and Skills Progression Maps and Subject Curriculum Overview Documents support teachers to see clearly what has been taught previously and how current learning fits in to the longer learning journey. These documents include carefully chosen endpoints and cover substantive and disciplinary knowledge.

7. Assessment outcomes

Pupil Progress Meetings take place on a termly basis following the Assessment and Moderation week. Dates for both of these are set at the beginning of the academic year and shown on the electronic calendar.

Pupil Progress Meetings for each Year Team (EY, 1/2, 3/4, 5/6) are led by the Inclusion Manager. Any pupil not making the expected progress, including those that need to make accelerated progress, taking into account both formative and summative assessment, are discussed and intervention/actions are agreed.

Those who have not made expected progress and are not on track to reach their expected attainment level by the end of the year should be highlighted by the Class Teacher on the Pupil Progress Monitoring Sheet stating:

- Pupil's name
- Year Group
- Is the pupil Pupil Premium or Disadvantaged?
- Is the pupil SEND?
- What are the misconceptions/gaps in their knowledge?
- What are the potential barriers?

Pupils who are off programme of study, as confirmed by the Inclusion Manager, are also identified on the Pupil Progress Monitoring Sheet. **Some children who are working at a level below their key stage will be assessed using the pre-ley stage standards**

The Pupil Progress Meeting is used to discuss and review intervention strategies to support these children or to identify whether further investigation of their needs is necessary through observation and/or assessment so they make accelerated progress during the next few weeks. The previous terms' interventions are evaluated in order to analyse the impact. Provision Maps for targeted pupils are updated from the outcomes of the Pupil Progress Meeting for the next term and should be completed and returned to the Inclusion Manager by the deadline set.

8. Assessment Analysis

The Headteacher reports to Governors about how the school is performing against assessment expectations set and how the school is addressing any issues. Any concerns

about the performance and progress of particular groups within a cohort are investigated with the support of the Headteacher and senior staff. Further moderation may take place and focus groups of pupils will be closely monitored and supported. Teachers in a year group will work together to address trends in performance and to identify gaps and misconceptions, introducing new strategies or timetabling to ensure maximum progress for the majority of pupils in the subsequent 6 weeks. Subject Leaders and SLT will discuss actions and their impact in Governor Visit meetings.

9. Implementation

The implementation of this policy is the shared responsibility of all stakeholders: pupils, staff and Governors.

10. Roles and Responsibilities

Headteacher (HT) Has overall responsibility for assessment in the school.

Deputy Headteacher (DHT) Lead pupil progress meetings following assessment and moderation week and for monitoring the progress against targets of children with special educational needs.

Phase Leaders Responsible for the implementation, monitoring and reviewing of assessment in the school.

Class teacher (CT) Responsible for implementing assessment in the class, preparation for Pupil Progress Meetings, completing and analysing provision maps and ensuring agreed intervention is taking place. Ensuring an equal balance of Planning, Preparation and Assessment during PPA time.

Subject Leaders Provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils' by monitoring their subject using methods such as: book scrutiny, pupil voice and lesson observations.

Governors Make resources available to support the Assessment Policy and practice and have an overview of what is happening in the school through: The Headteacher's report, Full Governing Body meetings and Governor Monitoring Visits.

Pupils Take an active part in assessment of their own learning and will be encouraged to develop self-assessment and editing skills.