



Badbury Park Primary

Assessment Policy 2022

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This policy was updated in May 2022

Next review date: March 2023

The Teachers' Standards

The Teachers' Standards came into effect in September 2012 and they exemplify the standards and expectations of all teachers. They specify the following with regards to assessment:

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Why assess?

Children's progress is closely monitored in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to allow teaching teams to plan work that accurately reflects the needs of each child
- to help our children understand what they need to do next to improve their work
- to provide regular information for parents that enables them to support their child's learning
- to contribute towards accountability data
- to enable benchmarking between schools as well as monitoring performance both locally and nationally
- ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners
- Ensure that all statutory requirements for assessing, recording and reporting indications of pupil mastery, attainment and progress annually and at the end of each Key Stage are met

Aims of the National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment

policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning

- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

Types of assessment

Definitions:

Formative assessment: Day to day, on-going assessment as part of our repertoire of teaching strategies, based upon how well pupils achieve learning objectives. It is about providing feedback and involving pupils in improving their learning.

Summative assessment: this is snapshot testing that establishes what a child can do at a given time and is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of the child's and cohort's future attainment.

(a) 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.

According to Paul Black and Dylan William improving learning through assessment depends on five key factors:

- ✓ The provision of effective feedback for pupils
- ✓ The active involvement of pupils in their own learning
- ✓ Adjusting teaching to take account of the results of on-going assessment
- ✓ A recognition of the profound influence assessment has on motivation and self-esteem of pupils
- ✓ The need for pupils to be able to assess themselves and understand how to improve.

In practice this requires:

- I. Sharing learning objectives
- II. Defining success criteria
- III. Appropriate and challenging questioning
- IV. Self and peer evaluation
- V. Effective and timely feedback to pupils on their next steps in learning
- VI. Engaging pupils in responding to the feedback from teachers
- VII. Celebrating achievement

(b) 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.

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

Foundation stage profile

Children are assessed in the reception class. Staff will add information to an assessment profile for each individual. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document. The children will be reported as 'emerging', 'expected' or 'exceeding' for all early learning goals.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term reporting

Year Four impending time tables screening

All children in Year 4 will take part in a times tables screening test from 2020

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments and tests are reported annually to the parents and externally to the DFE. Year 2 teacher assessments are reported to the parents and these are based on the children's work and the SATs tests. The national expectation is that children should aim to achieve Age Related Expectations (ARE) at the end of Year 2 and ARE at the end of Year 6. Some children will be working at Great depth standard (GDS) and some will be working towards ARE. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and assessment

We aim to provide feedback to children regularly and in a timely manner so that they have specific advice about improvements to their work. (See Feedback Policy)

Assessment in Years 1 to 6 are recorded on Target Tracker and EYFS and Y1 on Interactive Learning Diary. Children are assessed against the objectives for their year group. Some children will be working on target outside of their year group.

Assessment information will be used to inform planning and to identify children who may need extra support and challenge.

Mastery

The Mastery learning model forms the basis our approach to teaching. This means spending greater time going in to depth about a subject as opposed to racing through the concepts and knowledge pupils are expected to know by the end of each year group. It is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for the next stage of their learning.

Our intention is to take learning at a measured pace. This will better ensure no child is left behind as well as providing deeper and richer experiences for children who grasp concepts more rapidly. We focus on the majority of children achieving what is expected of their age group. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative with it to really understand (or master) it. Simply going beyond the requirements of their age group does not guarantee they have understood it or have committed it to their long term memory.

At our schools the majority of children will be taught the content from their year group only. They will spend time becoming true masters of content, applying and being creative with new knowledge in multiple ways.

Family consultations

Family consultation evenings take place twice a year. Parents / Carers get the opportunity to discuss with the class teacher their child's progress and next steps of learning.

Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. Parents / Carers are encouraged to provide feedback to the school.

Inclusion

Our school is inclusive and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, parents and external agencies (where appropriate) to plan tailored support. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. we will assess against the 'engagement model' if appropriate. We will also use a Boxhall Profile to assess learning behaviours and engagement See separate SEND policy for more information.

This policy should be read in conjunction with:

- Marking + Feedback Policy
- Teaching and Learning Policy
- SEND policy
- Monitoring Schedule

What does this look like?

EYFS

Baseline

Teacher observations are put onto Interactive learning diary and children are categorised inline with our EY curriculum. Children are

With in two year olds

Secure two year olds

Within Nursery

Secure Nursery

With Reception

Secure Reception

We also track children who have 'the ability to work at a greater depth' We also assessment against the 'Characteristics of Learning' as this tells us about children's learning behaviours. Where children struggle to engage we will use the SEND 'engagement model' or the Luevens Scale.

Staff have progression sheets where they can map the children journey as a class. This helps informs next steps and where children are falling behind they can be quickly identified.

Judgements are then put onto Target Tracker using the Blue Kite Trust Assessment Policy and wording.

Throughout the year data is collected

Term 1 (Baseline)

Term 2 (shared with Blue Kite Trust)

Term 3

Term 4

Term 6 (shared with Blue Kite Trust and reported to LEA using emerging or expected)

Summative teacher assessment are used and 'In the moment planning' key children observations to inform judgements. Our Early Years Curriculum in on the ILD for teachers to use as a guide for next steps and as possible ideas to help form judgements.

Teacher's moderate judgements with other Blue Kite schools.

Government Baseline- this is carried out in the first two weeks of Reception year.

Key Stage I

When children join mid year they have a baseline assessment. We assess a piece of writing, some number work, reading ability and phonics. We speak previous settings and decide if a children is entering our school WT (working towards the expected standard), ARE (working at the expected standard) or at GD (working at a greater Depth).

Formative Assessment is ongoing. Teachers add data to Target Tracker termly. This is informed by

Phonics assessments (recognition, blending segmenting)

Letter formation (seen inwriting)

Common exception word reading and spelling

Year 1 or 2 ARE checklists for writing

End of unit tasks in Maths (White Rose)

Tasks in Foundation Subjects to show application of skills or knowledge

Reading assessment- linked to book band colours

In term 6 children take part in some **Summative Tests**

NFER reading test

PUMA maths test

Year 2 the SATS tests (up to 2023) including the optional SPAG test.

Data is put onto Target Tracker and parents receive a report stating where children are at WT/ARE or GD in all curriculum areas.

Moderation takes place between staff and Blue Kite Schools.

Policy to be reviewed: May 2023