

Broad Heath Primary School



Assessment Policy

December 2020

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive, and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities

Governors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team including Year Leaders

- Moderate teacher assessments.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

Teaching assistants

- Provide feedback to teachers on pupil progress and attainment.

Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

Pupils

- Take ownership of their learning, working hard to achieve their targets.

How assessment outcomes are collected and used

We use 3 key forms of assessment

- In-school formative.
- In-school summative.
- Nationally standardised summative.

In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment
- regular short recap quizzes
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning

We use Cornerstones Assessment to support our formative assessment methods.

Essential Skills, based on end of year age-related expectations, are used to inform planning in all subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

We use the Essential Skills in two formats:

- a subject-specific format, showing annual progression. This is used by subject leaders to track progression across school in particular subjects.
- a year group format, showing all subjects for each year group. This is used by teachers to support planning and target-setting.

Cornerstones Developmental Skills provide a learning progression through the national curriculum with end of term age-related expectations (AREs) for English and mathematics. Teachers use the Developmental Skills to support differentiation during lessons and to plan the next learning steps for individual pupils/groups. The Developmental Skills are organised into aspects within each subject area which ensure the children have the opportunity to acquire a breadth of skills. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

Assessment and Moderation Grids are used to assess and record attainment in reading, writing and mathematics. The grids contain Key Developmental Skills and enable teachers to measure, track and share children's attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children's attainment. If a child has achieved the **vast majority** of skills on a grid, they can be judged to be working at that age-related expectation. If a child is working below the age-related statements on a grid, they are assessed using the previous grid.

	Below expected standard	Expected standard		Working at greater depth within the expected standard
		Working within the expected standard	Working at expected standard	
End of KS1 ARE	6 years 10 months	7 years 2 months	7 years 6 months	7 years 8 months
End of KS2 ARE	10 years 10 months	11 years 2 months	11 years 6 months	11 years 8 months

Teachers moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that all aspects of the age-related expectation are mastered before moving them on. The Cornerstones progression of Developmental Skills allows for children's learning to be extended at an appropriate pace.

In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments

inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried at end of a topic, term or year and provide ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

As national curriculum levels have been phased out, our approach is to map children’s progress against age-related expectations. These are based on the average age of pupils at the end of each term.

	Autumn Term		Spring Term		Summer Term	
	Years	Months	Years	Months	Years	Months
Y1	5	10	6	2	6	6
Y2	6	10	7	2	7	6
Y3	7	10	8	2	8	6
Y4	8	10	9	2	9	6
Y5	9	10	10	2	10	6
Y6	10	10	11	2	11	6

Pupil’s progress is measured in years and months, with 12 months being the expected progress in one year.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in school summative assessment and in-school assessment practice.

The nationally standardised assessments are:

- Year 1 phonics screening test
- end of KS1 SATs in English and maths (end of Year 2)
- end of KS2 SATs in English, maths and science (end of Year 6).

Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in

communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

Assessing the most able children

Children who achieve all age-related statements early in a term will be judged to have shown depth of learning in that subject/subject area.

At the end of each year, children working at 'greater depth' are reset to ARE and tagged as 'GD'. This is due to the children having a deeper understanding of their current year group. When they move up, they begin at the start of their new year's curriculum. These children are tagged so they can be tracked and monitored through data analysis.

Foundation Subjects

At Broad Heath, we assess all foundation subjects using skills development sheets, which have been designed by key coordinators, based on the essential skills on Cornerstones. Assessments are inputted on Cornerstones and subject coordinators analyse this data as part of their SIP.

Assessing children in EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events linked to the Early Years Outcomes. The EYFS provision enables each child to demonstrate their learning and development fully in both the indoor and outdoor environments. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents an holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

School Year Assessment Overview

	Senior Leadership team	Class teachers
Autumn 1	> Tracking grid produced for class teachers	<ul style="list-style-type: none"> > Initial Pupil Progress / Transition meeting with SLT (at the end of summer 2) > End of unit targets English and Maths targets > Performance management meetings linked to children's progress > Regular moderation carried out by year leaders and SLT > Curriculum interviews > Regular classroom assessments to inform future planning. For example: marking, annotated flipcharts, > Parent/Teacher Consultation > Unaided writing to inform future English planning > EYFS baseline assessment (Age related assessment is recorded online using 'Cornerstone Assessment') > Half termly phonics assessment using RWI assessment grids.

<p>Autumn 2</p>	<ul style="list-style-type: none"> > Single Data Sheet (whole school analysis) > Tracking grid produced for class teachers 	<ul style="list-style-type: none"> > Support Plan Meetings with SENCO and SLT > Formal Core Subject Assessment – Update Cornerstones > Assessment Moderation > Submit Foundation Subject Assessment on Cornerstones > Termly progress meetings > Curriculum interviews and termly reports > Updating subject portfolios > Spelling Assessment > Regular moderation carried out by year leaders and SLT > Unaided writing to inform future English planning > Half termly phonics assessment using RWI assessment grids.
<p>Spring 1</p>	<ul style="list-style-type: none"> > Tracking grid produced for class teachers 	<ul style="list-style-type: none"> > Initial Pupil Progress / Transition meeting with SLT (at the end of summer 2) > End of unit targets English and Maths targets > Performance management meetings linked to children’s progress > Regular moderation carried out by year leaders and SLT > Curriculum interviews > Regular classroom assessments to inform future planning. For example: marking, annotated flipcharts, > Parent/Teacher Consultation > Unaided writing to inform future English planning > EYFS baseline assessment (Age related assessment is recorded online using ‘Cornerstone Assessment’) > Half termly phonics assessment using RWI assessment grids.
<p>Spring 2</p>	<ul style="list-style-type: none"> > Single Data Sheet (whole school analysis) > Tracking grid produced for class teachers 	<ul style="list-style-type: none"> > Support Plan Meetings with SENCO and SLT > Formal Core Subject Assessment – Update Cornerstones > Assessment Moderation > Submit Foundation Subject Assessment on Cornerstones > Termly progress meetings > Curriculum interviews and termly reports > Updating subject portfolios > Spelling Assessment > Regular moderation carried out by year leaders and SLT > Unaided writing to inform future English planning > Half termly phonics assessment using RWI assessment grids.

<p>Summer 1</p>	<ul style="list-style-type: none"> > Tracking grid produced for class teachers 	<ul style="list-style-type: none"> > Initial Pupil Progress / Transition meeting with SLT (at the end of summer 2) > End of unit targets English and Maths targets > Performance management meetings linked to children’s progress > Regular moderation carried out by year leaders and SLT > Curriculum interviews > Regular classroom assessments to inform future planning. For example: marking, annotated flipcharts, > Parent/Teacher Consultation > Unaided writing to inform future English planning > EYFS baseline assessment (Age related assessment is recorded online using ‘Cornerstone Assessment’) > Half termly phonics assessment using RWI assessment grids. > KS2 SATs > KS1 SATs
<p>Summer 2</p>	<ul style="list-style-type: none"> > Single Data Sheet (whole school analysis) > Tracking grid produced for class teachers > Key Stage Analysis 	<ul style="list-style-type: none"> > Support Plan Meetings with SENCO and SLT > Formal Core Subject Assessment – Update Cornerstones > Assessment Moderation > Submit Foundation Subject Assessment on Cornerstones > Termly progress meetings > Curriculum interviews and termly reports > Updating subject portfolios > Spelling Assessment > Regular moderation carried out by year leaders and SLT > Unaided writing to inform future English planning > Half termly phonics assessment using RWI assessment grids. > Phonics Screening > Annual Reports > Foundation Stage Profile; > Handover assessment and notes to new teacher including cross-KS moderation