



BINCOMBE VALLEY PRIMARY SCHOOL AND COMMUNITY NURSERY ASSESSMENT POLICY

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Safeguarding Statement: The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality Statement: We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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1. The purposes and principles of assessment

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally

standardised summative assessment, which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

(Final report of the Commission on Assessment without Levels: September 2015)

2. Aims

Assessment is an important aspect of teaching and learning in our school.

We assess pupil progress within the curriculum in order to:

- assist the children in the process of learning (formative)
- assist the teacher in planning a curriculum to meet the needs of children
- evaluate the effectiveness of the curriculum to meet these needs
- provide information for ourselves and third parties (summative)
- assist with target setting for pupils and cohorts
- identify and support special educational needs
- measure progress and attainment over time

3. Methods of assessment

Assessment is a continual process, much of which occurs as an informal, everyday activity. However, as a school we have established several procedures for formally assessing, recording and reporting children's levels of achievement:

- **Teachers on-going assessments** (Assessment for Learning - AfL) – from observing children, listening and talking to children, asking appropriate and timely questions, marking work (including giving feedback which prompts a response from pupils), and making informed judgements as to Age Related Expectations of all pupils.
- **Traffic Light assessment**
 - In Key Stage 1, staff use traffic light assessments regularly and these are clearly visible in pupils' books and highlighted in line with the school's marking policy.
 - In Key Stage 2, staff use traffic light assessments for each objective taught in Maths and these are clearly visible in pupils' books and highlighted in line with the school's marking policy.
 - In Key Stage 2, staff can use traffic light assessments in Writing and foundation subjects where appropriate.
- **Next Steps**
 - Each child is given at least one next step a week in Maths, English and Foundation subject. These next steps should be clearly identified in a pupil's book and time should be given for them to be responded to using a purple progress pen, or differing colour from pencil/handwriting pen.
 - These next steps should be used to extend pupil's learning and inform future plans.
- **Formalised assessments**
 - All Year groups record a formative assessment on DC Pro for Maths and Writing. Reading is completed in their reading journals. This is moderated by SLT and Teachers in trios and across year groups.
 - In the Foundation Stage assessment takes place mainly by observation and learning is documented via the online learning journal Tapestry. Children's progress is tracked using Arc Tracker and this is updated three times a year.
 - In Year R the Foundation Stage Profile is completed in the Summer Term. More detail can be found in Assessment in the Foundation Stage. Baseline Assessment is completed in the first 6 weeks of Autumn Term.

- At Year 1 the national phonics screening check is carried out in June, termly assessments will be carried out and reported by Year 1 staff to track pupils' progress. Any children not passing this will retake in June of Year 2.
 - At Year 1 (and 2 where appropriate) progress in reading is recorded using the Read, Write Inc. assessment sheets, children are assessed each half term by the Year 1 Teacher and grouped accordingly until they have completed the programme.
 - Year 2 SATs are now voluntary.
 - Spelling Shed is now used to assess Spellings and we set for Spellings in Years 3 to 6 with children completing weekly tests which are collated online to monitor progress. Weekly Spelling Shed champions are also displayed in celebration assembly.
 - The Hodder Maths age tests are carried out twice yearly in Years 2 to 6 for children on the Maths Catch Up Scheme (WT1 in Maths).
 - Accelerated Reader is used from Years 2 to 6 to gauge progress and engagement in Reading.
 - NFER Tests are used as a summative assessment 3 times a year from Years 3 to 5 in Reading and Maths.
 - In Year 6, Key Stage 2 SATs are taken in Maths, Reading and Spelling, Punctuation and Grammar in May as well as two Mock SAT tests in November and March.
 - Writing is externally moderated through our Chesil Collaboration and the Local Authority currently against the interim standards for the end of Key Stage 2.
 - Termly assessment of foundation subjects is taken from Years 1 to 6.
- **Planned assessment activities** - These activities target aspects of the National Curriculum core subjects and are assessed against Age Related Expectations and Interim Assessments. Agreement trials at team meetings and through Local Authority external moderation meetings allow teaching staff to moderate pupils' work.

4. Recording assessment details

- Pupil records are held on DC Pro which is the school tracking system. This will track which objectives are being taught in Maths and Writing, as well as recording assessment in Reading, Science, Phonics and Spelling. This will be matched with which objectives are being achieved by individual children and a percentage will be recorded at the end of each half term. Children will then be recorded as to how they are performing against Age Related Expectations, End of Year Targets and Prior Attainment (to measure progress). This will range from:
 - WB** = Children are working 2+ years below their year group.
 - B** = Children are working between 1 below their year group.
 - WT1** = Children are being recorded as working in their own year group objectives but achieving less than 60% of these.
 - WT2** = Children are being recorded as working in their own year group objectives and are achieving between 60– 80%.
 - AT** = Children achieving between 80–100% of their objectives
 - GD** = Children working on the Greater Depth objectives within their own year group.
- In Reading, Teachers use a range of measures to compare reading performance against agreed standards such as standardised reading scores, number of words read, words per minute, phonics level etc.
- All formalised assessment information is passed to the Headteacher and Assessment Co-ordinator for analysis.

5. Data Analysis and Evaluation

- The school makes use of data analysis prepared by Dorset County Council to evaluate the work of the school – FSP, Year 1 Phonics screening checks, multiplication tests and KS2 SATs.
- The school makes use of DC Pro to highlight strengths and areas for improvement for cohorts, key groups and individual pupils.
- Termly progress meetings are held to target intervention for any pupils who are not making expected progress.
- The school uses Raise online and FFT Aspire information to analyse data and also to help set targets for cohorts and individuals.
- The Assessment Co-ordinator produces an analysis of attainment and progress data across the school on termly basis which is looked at during the SCC meetings and fed back to the Full Governing Body.
- The Assessment Co-ordinator produces Case Studies of specific children looking at particular barriers for learning. Where there are not obvious barriers for learning, the Assessment Co-ordinator looks at these children as part of the pupil progress meetings and raises any concerns with the SENCo if children may need further diagnostic assessment.
- An end of year report is produced by the Assessment Co-ordinator and shared with the extended SLT and the Governors which includes an evaluation of the years progress and targets achieved. This information will be used as a part of the formation and evaluation of the School Development Plan (SDP).

6. Assessment and planning of the curriculum

It is the Class Teacher's responsibility to ensure that learning experiences are matched to individual need and ability, and assessments recorded on DC Pro by both current and previous Teachers are an invaluable tool in planning for this – particularly in setting targets/next learning steps for children.

Continuity and progression of learning is vital if each child is to get the best from the curriculum and achieve levels appropriate to their ability. In order that we might achieve this the school has:

- Regular PPA sessions for year group phases are used for planning, moderation, target setting and tracking of pupils' progress.
- A School Development Plan (SDP) and assessment calendar shared with staff.
- Curriculum monitoring including scrutiny of work and observations of pupil learning.
- Assessment procedures and methods of recording for all children.
- A marking policy.
- A system for transfer of information between phases and years.

7. Assessment Information – Transfer of Information

- At the end of each academic year information is transferred to the next teacher using information from DC Pro and Reading Journals.
- When transferring to **another school**, other than at the end of Year 6, children are encouraged to take their workbooks with them. The school forwards the following information:
 - The DfE Common Transfer Form indicating latest assessment levels – completed by the child's Class Teacher.
 - Copies of all annual reports.
 - Copies of IEPs the child may have.
 - Records held in school files such as SEND details, medical notes, etc.
 - Any safeguarding information.
- When transferring to **secondary schools** at the end of Year 6, transition materials agreed and Key Stage 2 SATs results are provided.

8. Year 1 Phonics Assessment, Key Stage 2 Statutory Assessment Tests

Year 1 Phonics Assessment takes place in June and are administered by one nominated Teacher from the Key Stage 1 team.

Key Stage Assessments are organised by the teaching staff in Year 6 and cover Reading, Mathematics and Grammar, Punctuation and Spelling.

In Year 6 the tests are taken in line with national guidance. Tests in Reading, Mathematics and Grammar, Punctuation and Spelling are marked externally. Writing is marked internally and moderated on an external basis. KS2 tests take place in mid-May. Teacher assessment in Science, in addition to core areas, is also recorded.

The information is used by the school to monitor pupil progress and contributes to the school self-evaluation process. The information is also used by the LA for annual reviews and data analysis and by OFSTED in RAISE Online Reports.

9. Annual Report to Parents

Parents of all children receive a termly Progress Report and an annual Teacher report. Parents are given the opportunity to discuss the report with the Class Teacher and a form to send back a reply.

Parents of children in Year 1 receive statutory Phonics Assessment information.

Parents of children in Year 6 also receive statutory SATs information.

10. Parental Partnership

In the Autumn and Spring Terms, parent consultation sessions are held. Parents are invited to meet with the Class Teacher to discuss their child's attainment, progress, attitude to learning and any specific issues. The child's work is made available for parents to see.

Teachers are also available to talk to parents at any time during the year. Individual appointments have to be made.

11. Ensuring a fully inclusive approach to assessment

The principles of assessment without levels apply to all pupils, including those with Special Educational Needs and/or Disabilities (SEND).

Assessment is inclusive of all abilities. It is used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. Meaningful ways of measuring all aspects of progress including communication, social skills, physical development, resilience and independence are considered.

High expectations apply equally to pupils from all Key Groups as to all other pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. Assessment methods are adapted for some pupils with SEND, for example by using visual stimuli and alternative means of communication.

National and Local tests are adapted accordingly for pupils with SEND.

12. Assessment of Foundation Subject

For each subject there is a document which shows the pathway of key skills and knowledge from EYFS to Year 6. Teachers will use this to determine how children perform on tasks compared to their age-related key skill. To evidence this, Teachers will use unit assessments and think backs. Subject leaders are responsible for setting out the medium-term plans including assessment opportunities and will conduct book and planning scrutiny, as well as conducting pupil interviews to monitor children's understanding of the curriculum being taught.