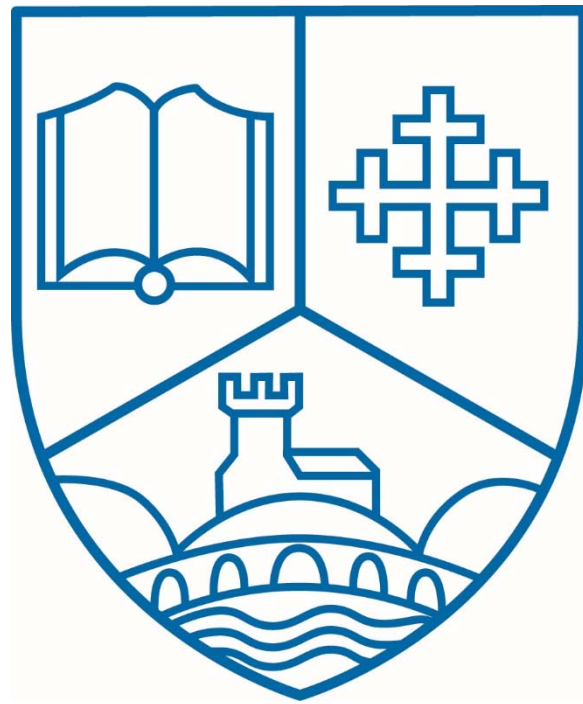


**BIDFORD ON AVON
CHURCH OF ENGLAND
PRIMARY SCHOOL**



Assessment Policy

July 2019

Review date – July 2020

Bidford on Avon C. of E. Primary School Assessment policy.

Sept 2018

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Principles of assessment

Assessment, recording and reporting is an integral part of the teaching and learning process at Bidford-on-Avon Primary School:

- Assessment supports pupils to achieve mastery in the National Curriculum and Early Years standards and provides opportunities to deepen their understanding and application of them.
- Assessment forms an ongoing process of day to day and periodic planning, teaching and learning, evaluation, analysis, recording, reporting, tracking and target setting leading to pupil progress.
- Assessment is the basis for adults and pupils to gauge the quality of learning and plan the next educational steps in response to children's needs.
- Assessment facilitates dialogue between teachers, pupils, parents and governors enhancing professional skills and supporting the school community, to provide effective teaching and learning across the curriculum and throughout the age range.
- Assessment informs the cycle of school self evaluation and action planning.
- Assessment supports the schools approach to effective feedback and marking; quality first teaching; equal opportunities, special educational needs and gifted and talented provision.

4. Assessment approaches

At **Bidford-on-Avon Primary School** we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

To be effective our assessment system is characterised by:

- **Mastery** – assessment approaches that ensure pupils acquire a deep, long-term, secure and adaptable understanding of the knowledge and skills related to a subject.
- Staff having a detailed understanding of National Curriculum expectations and assessment procedures
- High expectations, ambition and drive for all pupils.
- An annual cycle of assessment timetable outlining key assessment activities and review points within the school year (see appendix)

We use four broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment, diagnostic assessment and nationally standardised summative assessment.

4.1 In-school formative assessment – assessment for learning

Formative assessment is the process by which adults and children work together day to day to find out and interpret what they are learning and how they are learning, in order to plan for their next steps in learning.

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Activities supporting formative assessment include:

- clear and explicit learning intentions and success criteria
- regular oral and written feedback
- rich questioning and dialogue
- observation/ recording and evaluation of pupils at work and at play
- peer and self-assessment of class work and progression with targets
- pre-learning tasks
- dialogue and review of pupil curricular targets

- setting cohort targets/ predictions

4.2 In-school summative assessment - assessment of learning

Summative assessment is a periodic e.g. termly assessment of a child's skills, knowledge and understanding. This is a definitive assessment that enables teachers to evaluate how much a pupil has learned at a point in time. Judgements draw on a bank of evidence collected through formative assessment and formal tests

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of individuals and pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Materials/ activities supporting summative assessment include:

- Formal tests – reading, writing, maths and GPS.
- Maths unit assessments and Mastery check points
- Reading age tests
- Reading group records
- Phonic tests
- Writing, Maths and Science objective assessment sheets
- Review of pupils work

Moderation workshops with other schools and in-school meetings are used to benchmark and confirm judgements against national curriculum objectives. Peer review of work is used to establish consistency in standards across key stage teams.

4.3 Diagnostic assessment

Diagnostic assessment identifies learning gaps, learning attitudes, barriers to learning or specific educational needs that prevent a child from making expected progress.

Materials and activities supporting diagnostic assessment include: Sandwell Numeracy test; PhAB Phonological Assessment; British Picture vocab scale.

4.4 Nationally standardised summative assessment

At key points through primary school children are assessed against national expectations using assessments provided by the DFE.

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

4.5 Strategies supporting the assessment cycle

- Half termly assessments record pupils attainment against age group objectives, in support of formative judgements.
- Progress in lessons, work scrutiny, observations and feedback from pupils and support staff are used by teachers to create a holistic picture of a child's attainment.
- Termly formal tests for reading, maths and grammar, punctuation and spelling triangulate pupil data ensuring judgments are secure.
- A child is judged as being secure (At the expected standard) when they are able to apply most of the knowledge, skills and understanding defined by the objectives appropriately.
- Termly standards meetings with the leadership team ensure a focus on individual pupil needs and the requirements of the national curriculum.

Pupil's attainment in reading, maths and writing is recorded termly against a six point yearly scale in KS1 and KS2 for each year group (see appendix) leading to meeting securely the year group standard. Five points is determined as being appropriate progress over a year from their starting point:

Entering 1; Entering 2; Working Towards 1; Working Towards 2; Secure; Deepening.

Each scale point for each Year group has a score which allows staff to measure and track pupil progress within and across years. To be judged as securely in the standard pupils must meet most of the key national curriculum assessment objectives for that year. Pupils can only be judged as working within their year group if they have achieved the expected standard of the previous year. To be judged as deepening their learning pupils must be able to apply their learning independently in a broad range of contexts, be able to organise their ideas to make connections and apply their skills and knowledge consistently, confidently and fluently.

Early years attainment is tracked termly from on entry across the developmental bands towards the Early Learning Goals (see appendix). Achieving 4 points over the year suggests they have made good progress. Pupils are benchmarked on entry to clarify data from previous settings and to identify their current attainment.

Progress is measured periodically ($\frac{1}{2}$ termly/ termly) based on the number of national curriculum objectives gained by pupils over time from their starting point at the beginning of the academic year – using evidence from their books, pupil discussion, summative and teacher assessment. Cohort attainment/ progress (average score/ % making appropriate progress) is benchmarked using end of KS national standards.

Pupils are set $\frac{1}{2}$ termly child- friendly targets in reading, writing and maths, based on their next steps to learning. These are recorded in their books or in the case of reading on a class chart and communicated to parents. Pupils record their progress against these targets with the support of teaching staff.

Pupil achievement in other subjects is recorded against the key objectives for each termly unit of work and a summary judgement against the standard made at the end of year. Subject leaders create an annual subject report using pupil data, termly Key Stage team curriculum reports and their subject action plan review.

5. Collecting and using data

We use the following range of strategies to collect, report and use data

- Teachers use formative assessment on a day to day basis in providing feedback, in marking work, in the use of questioning and discussion; in recording and assessing pupil progress. Evaluations are used to plan the 'next steps' and targets for individual pupils and informs teachers planning
- Pupils use formative assessment on a day to day basis to self and peer assess, to evaluate their strengths and weaknesses, to improve their work and to develop their thinking skills.
- At the end of each $\frac{1}{2}$ term teaching staff assess pupil's progress using both formative and summative assessments. This information is used in meetings with the senior leadership team to direct future teaching and learning opportunities.
- Termly data is used to formally record the attainment and progress of individual pupils, pupil groups and cohorts against year group standards. This data is used to support whole school action planning and resource allocation and drives the process of self-evaluation.
- Termly school reports outline the key information, strengths and areas for improvement of each cohort.
- Teachers meet each half term with the SLT to evaluate standards in their class and to formulate next steps.
- Teachers record data on pupil's attainment in reading, writing and maths. Achievement in other subjects is recorded against the key objectives for each termly unit of work and at the end of year.
- Termly reports and data is shared with the governing body.
- All data is collected, used and published in line with the General Data Protection Regulations.

6. Reporting to parents and guardians:

We use the following range of strategies to keep parents informed of their child's progress:

- Parents are invited to visit their child's class each term to see their classroom, work and to meet informally with the class teacher
- Parents are invited to attend a parent's evening each term at which they are able to see their child's work and discuss progress and targets
- Parents are informed of pupil targets each half term and their child's progress against the objectives set
- Parents receive a written Summer term report on their child's progress, attendance and attitudes to learning following the agreed procedures laid down by legislation and are given the opportunity to discuss its contents. Foundation stage parents receive information on their child's profile.
- EYFS, Year 1, Year 2 and Year 6 parents receive their child's End of Key Stage National Curriculum assessments.
- Curriculum events provide parents with information on aspects of the curriculum and school life e.g starting school, reading, calculations, phonics.
- Regular meetings with parents of SEN pupils are held to discuss their progress.
- Pupils in receipt of a statement of SEN receive a formal annual review, in addition to a termly review.
- Home reading records, a weekly newsletter, a termly curriculum overview and the school website provides parents with school information.
- Pupils in KS2 receive a termly report on the books pupils have read that term.
- The results of EYFS, Year 2 and Year 6 end of year nationally standardised summative assessment are reported to the local authority and on the school website. This data is also used by the DFE to report on standards within the school.

7. Inclusion

We use the following range of strategies to ensure inclusive practice:

- The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.
- Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.
- Assessment is used to measure all aspects of progress, including communication, social skills, physical development, resilience and independence – concerns are passed on to the inclusion lead
- For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

We use the following range of strategies to ensure staff are skilled in their use of assessment:

- Staff take part in regular staff meeting assessment training and workshops to ensure consistency in practice and to support ongoing workload.
- Staff work with colleagues from other schools to moderate work and discuss standards in order to support the accuracy of their assessment judgements.
- Assessment forms part of all new staff's induction program.
- The assessment lead maintains an ongoing review of assessment practices, organising action research and monitoring activities to ensure effective practice across the school.
- The assessment lead works with leaders from other schools to stay abreast of good practice.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils accurately
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for:

- following the assessment procedures outlined in this policy
- ensuring pupils receive regular feedback and guidance on their attainment, progress and next steps

10. Monitoring

This policy will be reviewed annually by the Senior leadership team/governors standards committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The headteacher is responsible for ensuring that the policy is followed.

The headteacher will monitor the effectiveness of assessment practices across the school, through: phase, school and school to school moderation, lesson observations, book scrutiny, pupil progress meetings, pupil interviews, governor visits.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning policy
- Early Years Foundation Stage policy and procedures
- Feedback and marking policy
- Statutory guidance on end of Key Stage assessment and reporting procedures

Appendix A

Code/ scores

Year 1						Year 2						Year 3						Year 4						Year 5						Year 6					
E1	E2	W1	W2	S	D	E1	E2	W1	W2	S	D	E1	E2	W1	W2	S	D	E1	E2	W1	W2	S	D	E1	E2	W1	W2	S	D	E1	E2	W1	W2	S	D
1	2	3	4	5	5.5	6	7	8	9	10	10.5	11	12	13	14	15	15.5	16	17	18	19	20	20.5	21	22	23	24	25	25.5	26	27	28	29	30	30.5

- Pupils below their year group standard are recorded on the database as B (with code for Year below and position e.g 8 B2W1)
- Pupils working above their year group standard (meeting objectives in the next year and at greater depth in their own year) are recorded as A (with code for Year above and position e.g A5E1)

Early year tracking across the developmental bands towards the Early Learning Goals

								Jumps								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
16-26	16-26	16-26	22-36	22-36	22-36	30-50	30-50	30-50	40-60	40-60	40-60	ELG	ELG	ELG	Exc	Exc
E	WW	S	E	WW	S	E	WW	S	E	WW	S				Year 1	Year 1

- On entry pupils are assessed using the development bands for each of the areas of the EYFS; assessments then take place at the end of each term supported by ongoing formative assessments. Progress is measured by the number of steps pupils make over time.

Targets

Pupils are given 'child' friendly targets which indicate their next steps in learning these are based on:

- Maths: Competency in use of number and times tables using the Rapid Recall scheme; Olympic times tables scheme; NC objective record sheets.
- Writing: Writing objectives from the national curriculum
- Reading: Pupil word count using the Accelerated Reader Scheme; evidence from reading groups linked to NC objectives

Targets are periodically reviewed in class and adjusted based on pupil's progress.

Bidford on Avon C. of E. Primary School Tracking progress across the year.

Points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Entering 1					
2	Entering 2					
3	Working Towards 1					
4	Working Towards 2					
5	National Standard					
5.5	Greater Depth					
6		Entering 1				
7		Entering 2				
8		Working Towards 1				
9		Working Towards 2				
10		National Standard				
10.5		Greater Depth				
11			Entering 1			
12			Entering 2			
13			Working Towards 1			
14			Working Towards 2			
15			National Standard			
15.5			Greater Depth			
16				Entering 1		
17				Entering 2		
18				Working Towards 1		
19				Working Towards 2		
20				National Standard		
20.5				Greater Depth		
21					Entering 1	
22					Entering 2	
23					Working Towards 1	
24					Working Towards 2	
25					National Standard	
25.5					Greater Depth	
26						Entering 1
27						Entering 2
28						Working Towards 1
29						Working Towards 2
30						National Standard
30.5						Greater Depth

In this way pupils would be expected to make 5 steps each year.

Example coding sheet: The % provides a window which describes a pupil's attainment

Code	Category	Description
B	Working below Year Group Expectations	Not accessing the objectives for their year.
E1	Entering 1	Met almost all of the objectives for previous year. Met between 5% and 25% of the objectives for this year.
E2	Entering 2	Met between 26% and 50% of the objectives for the year.
W1	Working Towards the National Standard 1	Met between 51% and 70% of the objectives for the year.
W2	Working Towards the National Standard 2	Met between 71% and 90% of the objectives for the year.
S	At the National Standard	Met almost all the objectives for the year, at least 90%.
GD	Working at Greater Depth	Developing and applying learning skills and year group objectives across a range of subjects and themes
A	Working above Year Group Expectations	Accessing the objectives for the next year