

Badgerbrook Primary School

Policy



Version:	N/A	Date:	August 2017
Status:	Final	Author:	Head Teacher
Reason for change:			
Adopted by:	Badgerbrook Primary School	Date:	<i>31 August 2022</i>
Review Frequency:	Annually	Next Review Date:	<i>31 August 2023</i>

Aims

At Badgerbrook Primary School, we believe that the key aim of assessment is to support pupil achievement and progress.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding
- Help set targets and involve pupils in their own learning
- Give parents a clear idea of what their child can do and what they need to do to progress
- Provide information that can be used to evaluate teaching and learning practice
- Give pupils effective feedback so they know what they have done well and what they need to improve
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress

Principles

The principles that underpin assessment at Badgerbrook Primary School are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next to enable all children in my class to achieve?'
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupils' attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements
- Assessment is used to ensure that all pupils make appropriate progress
- All children need to understand the learning objective in each of their lessons and what they need to do to achieve it. Where appropriate success criteria are shared, or formulated and pupils' work is assessed against these criteria

There are three main types of assessment used at Badgerbrook:

Formative assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a unit/ topic/ term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Procedures – Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects. Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons. Strategies used to gather evidence about a pupil's learning will vary according to the subject and learning objective but may include observing, listening, questioning, discussing and reviewing a pupil's work.

Procedures – Summative Assessment

End of term Summative Assessments (Years 1-6)

End of term assessments are completed in Maths and Reading and there is a termly assessed piece of writing. These assessments support teacher judgements to decide whether a pupil is working below, at or exceeding end of year government expectations. These are followed by a pupil progress meeting with each year group to analyse results and progress and to identify pupils who are falling behind in their learning or who need additional support. When tracking assessment information different groups are carefully tracked to compare rates of progress. This information is then used to help plan interventions and targeted support needed.

Procedures – Early Years Foundation Stage (EYFS)

Ongoing assessments

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of children and take photographs and make notes to record achievements. Teachers collect this evidence using the Target Tracker observations on their iPads. If staff attach a photo, or other evidence, to a learning objective this will be digitally transferred to our on-line assessment tracker. (Target Tracker)

The learning journey observations are emailed to parents regularly and parents can add their comments to these emails. Parents are also invited into school twice a year to discuss their child's progress.

EYFS Profile

In the final term of the Foundation year the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs). Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels of development
- Not yet reaching expected levels of development (emerging)

At the end of the Foundation year we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Procedures – Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they have learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a pupil reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 assessments

All pupils will sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (voluntary)
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 assessments

All pupils will take the following tests at the end of Key Stage Two (Year 6):

- Reading
- Grammar, Punctuation and Spelling
- Mathematics
- Writing (teacher assessment)

At the end of Key Stage 1 and 2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

As a school we use nationally standardised summative assessment to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year group and are initially classed as 'below' end of year expectation. The only time this may differ is for pupils who are currently on our SEND register. Depending on their individual needs, they might be taught objectives from an earlier year group's curriculum and assessed accordingly. For those children who are working below the national curriculum, P-Scales will be used to assess progress of pupils with special educational needs.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes; adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. Verbal questions or observations may be used as an alternative to asking pupils to produce written responses. Adapted tests and assessments are also used with specific pupils, this could include the use of braille or modified print depending on the pupils individual need. Where appropriate, readers are also used to support pupils along with extended time to complete papers. Scribes can be used for pupils with gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. On entry into EYFS all children are assessed using the EYFS baseline. This assesses all areas of children's development and enables early identification. Assessment is used throughout the whole school to diagnostically contribute to the early and accurate identification of pupil's special educational needs. Early intervention and personalised support is provided promptly to address concerns about pupils' progress.

All SEND pupils have a pupil passport and termly targets are set by the class teacher tailored to the pupil's individual needs. Termly reviews and monitoring take place with class teachers and the SENCo to audit whether provision and interventions are having a positive impact on progress. This review and monitoring includes progress towards the achievement of targets set. All targets are reviewed each term in conjunction with pupils, parents, learning support assistants and class teachers and new ones prepared at the end of the academic year for the next class teacher. This process also applies to pupils with an EHCP (Education Health and Care Plan). In addition, there is an Annual Review meeting to review the plan.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through reviewing of SEND targets.

Our SEND support takes the form of a four- part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEND of a child.

Reporting/ Communicating effectively to parents

Reporting not only fulfils legal requirements but also is a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to parents

- Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets). We give parents a copy of the targets so that they can support their child's learning at home
- Annual reports (including end of academic year assessment results)
- The results of statutory assessment

Reporting to Governors

- The Head Teacher's report to Governors (termly)

Reporting to Pupils

- Through our formative assessment strategies pupils get instant feedback on a regular basis
- Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond and improve from teacher comments

Reporting to Government

All statutory information will be sent to the DFE as required

Arrangements for the Governance, Management and Evaluation of Assessment

A member of the SLT has been assigned the role of Assessment coordinator and has responsibility for maintaining this assessment policy and reviewing or updating it as necessary.

Lesson observations by the SLT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out termly book audits with core subject curriculum coordinators to evaluate the effectiveness of feedback, marking and target setting.

At the end of every term, a member of the SLT holds pupil progress meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. The progress of vulnerable groups is also looked at in detail.

Role of the Assessment Coordinator

These responsibilities include:

- Contribution to Action Plans and the SDP – through work with the SLT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements – alongside all curriculum coordinators
- Networking with other assessment coordinators within our family of schools and TELA
- Ordering/ purchasing SATs tests and other assessment materials/ resources in liaison with the SBM (school business manager)
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/ vulnerable Pupil Provision mapping

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgements made.

At Badgerbrook the following takes place:

- Termly moderation of Reading, Writing and Maths assessments made on Target Tracker
- Small cluster of schools: Moderation of Reading, Writing and Maths on Target Tracker (all year groups)

- Early Years staff meet regularly with the Early Years Network to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

All teachers are kept up to date with developments in assessment practice through staff meetings. Directed time is given regularly for teachers to carry out and moderate their assessments on Target Tracker. Staff meetings are set aside for assessment updates and also to moderate work and termly assessments/ tests. The SLT (including the assessment coordinator) plan these termly in accordance with the School Development Plan. The assessment coordinator attends all relevant courses to stay up to date with current practice and meets with other coordinators within our alliance to share good current practice.

Initial Teacher Training

Our participation in the School Direct scheme has enabled us to train our trainees (alongside the staff in our alliance schools) with the aim of employing them at the end of their placement. Trainees are involved in all of our staff meetings – as well as relevant courses hosted by our Teaching School Alliance

NQTs

All NQTs take part in an induction day before taking up their placement. During this day the assessment coordinator will go through the school Assessment and Reporting Policy and how to use Target Tracker. They take part in all relevant courses hosted by our Teaching School. During staff meetings they work alongside other staff to record assessments and to analyse progress. They meet with other teachers to moderate work within our small school group cluster.

Monitoring

Governors monitor data and assessment termly at the Full Governors meetings. Individual governors with subject links monitor data of that subject as part of their school visit cycle.