



Bromstone Primary School

Assessment Policy

Formulation date: 1st September 2014

Senior Team Responsibility: Head of School

Governors' Reviewing Committee: Quality of Education

Reviewed by SLT : 15th December 2023

Next Review Date: December 2024

Associated Documentation: Teaching and Learning policy

Assessment Policy

Rationale

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At Bromstone, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Aims

Monitor and record the attainment and progress of individuals, groups and cohorts

Use attainment and progress information to guide teachers' planning, strategies and use of resources; and plan intervention

Inform parents and the Governing Body about progress and attainment

Ensure a consistent approach to measure progress towards and against national standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Intended learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Children work with a response partner to support each other's learning. Response partners can use a check list or the lesson success criteria to help the other child identify successes and areas for improvement in their work. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Children in KS1 and KS2 are assessed periodically and attainment data is recorded on iTrack. In Years 2 - 6, test materials are used to support teachers with making accurate teacher assessment judgements. Formal recording of progress is carried out three times per year (at the end of each term) and is used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. The impacts of these steps are reviewed half-termly.

National/Transitional

At key points through primary school, children are assessed against national expectations. These are:

- Reception Baseline Assessment
- End of EYFS
- End of Year 1 (Phonics Screening)
- Year 2 Phonics Retakes
- End of KS1 (Year 2 SATs)

- Year 4 Multiplication Tables Checks
- End of KS2 (Year 6 SATs)

Results of these tests are analysed using these tools:

- Primary iTrack
- Analyse School Performance

Key findings are shared with staff and Governors to inform teaching and learning, by identifying key priorities which feed into the School Improvement Plan. If children are found to be falling behind the national expectations, or are making less than expected progress, interventions are put in place to address this.

Key Groups

All individuals and cohorts are tracked throughout the year and discussed at Pupil Progress Meetings. The progress of vulnerable groups is focused on. These include:

- Pupils in receipt of Pupil Premium
- Disadvantaged pupils
- Boys V Girls
- SEND
- EAL
- Summer born

Roles and Responsibilities

- Governing Body: Monitor whole school attainment and progress data
- Executive Head teacher and Heads of School: Hold teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets
- Phase Leaders: Use pupil progress meetings and data analysis effectively to monitor the performance individuals, groups and cohorts
- Teachers: Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning
- Support staff: Support children with their learning as directed by class teachers and provide feedback on children's learning
- Parents/Carers: Support children with home learning

Assessment Criteria

School Criteria

Children are expected to make 12 months progress every academic year. This is measured as moving from, for example: Year 3 'Expected' to Year 4 'Expected' standard.

Primary iTrack allows us to judge children on a scale of 1 – 7. A child on track with their learning would be judged as a '2' at the end the first term, and '6' by the end of the final term. Children who are judged as 'greater depth' by the end of the final term will be judged as a '7'. This alters for children in Years 2 and 6, whose attainment for the year is measured in May by SATs.

National Criteria

Bromstone pupils take part in National testing and benchmarking arrangements with assessment criteria as follows:

EYFS: Good Level of Development - children will be defined as having achieved a GLD if they achieve expected level in:

- The early learning goals (ELGs) in the three prime areas of learning (communication and language; physical development; and personal, social and emotional development)
- The ELGs in the specific areas of mathematics and literacy

The 'levels' at the end of the EYFS are allocated a number as follows:

- Emerging: 1
- Expected: 2

A child is recorded as achieving a level 1 or 2 in each of the 17 ELGs. This enables schools to give each child an overall score, and then compare the average score of its EYFS cohort to the national average.

Phonics: Children will be judged as working at the expected standard for Phonics if they reach a pre-defined threshold mark (usually 32/40) in the year 1 phonics screening check. Children who are working towards the expected standard will be 'screened' again at the end of year two. Pupils in Reception and KS1 have summative phonics assessment on a termly basis with fidelity to our SSP (Little Wandle). Pupils who are in Little Wandle interventions have summative assessments twice a term.

End of KS1: Teachers assess against the teacher assessment frameworks for Reading, Writing, Mathematics and Science. They will be judged as either;

- Working towards the expected standard
- Working at the expected standard or
- Working at greater depth within the expected standard.

The SAT papers are to be used to help make a secure judgement, and make up one piece of evidence for overall teacher assessment.

The pre-key stage standards are used to report an outcome for children not yet working at the expected standard in reading, writing and mathematics. They are:

pre-key stage 1 standards

- Standard 4
- Standard 3
- Standard 2
- Standard 1

End of KS2: Teacher assessments are made against the interim teacher assessment frameworks for Reading, Writing, Mathematics and Science. For writing they will be judged as either;

- Working towards the expected standard
- Working at the expected standard or
- Working at greater depth within the expected standard

For reading, mathematics and science the framework contains one standard;

- Working at the expected standard

Test results are reported alongside this for reading and mathematics. The SATs also comprise of an assessment for English grammar, punctuation and spelling. Children achieving a score of 110 or over as considered as 'High' achievers.

The pre-key stage standards are used to report an outcome for children not yet working at the expected standard in reading, writing and mathematics. They are:

Pre-key stage 2 standards

- Standard 6 (working at the KS1 expected standard)
- Standard 5 (working towards the KS1 expected standard)
- Standard 4
- Standard 3
- Standard 2
- Standard 1

Early Years Assessment

On entry to Reception, within 6 weeks of their starting, children are given a 'baseline' assessment using the Tapestry Baseline Assessment tool. The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports teachers in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with children which allow us to decide whether the children are on track or not on track to achieve Early Learning Goals.

Formative Assessment in EYFS - As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of iPads, using Tapestry. Data is recorded using this program.

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. Parents are included in their child's learning journey via Home Learning, weekly newsletters and the website.

Annual written reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Marking/Feedback

Please refer to the Marking Policy

Home Learning

Please refer to the Home Learning Policy

Reading

Children's reading and phonics is assessed on an on-going basis, during reading sessions and phonics sessions with the teacher. The teacher will record children's progress against National Curriculum statements and keep on-going records of their levels using the colour banding system. Running records are used to assess the strengths and weaknesses of specific children.

Writing

Writing is assessed regularly throughout the year. The School is using Little Wandle assessment system to assess and track the progress of phonics. Children are given an independent writing task, linked to the work they have been covering. Writing is assessed against the age-related expectation criteria and may be moderated by another member of staff. Additionally, writing is moderated by teaching staff from schools within the Thanet Endeavour Learning Trust at moderation meetings through the year.

Mathematics

Mathematics is assessed on an on-going basis, with the expectation that the children should demonstrate fluency, and the ability to problem solve and reason mathematically. This could be shown using manipulatives, pictorially or in an abstract manner. Years 2 – 6 complete White Rose assessments at the end of each full term. Additionally, Children in Years 5 and 6 are given practice SATs papers, which prepare them for national tests and give an indication of their predicted performance in these. Children across the school are also assessed on their recall of number bonds and multiplication facts using a range of learning and assessment styles. Teachers' assessments are moderated to ensure accuracy.

Science

Science assessments are made at the end of a unit of work using teacher judgement based on evidence in children's books. These are recorded three times per year on iTrack with reference to the National Curriculum statements.

Other subjects

Performance in all other subjects is measured against the National Curriculum programmes of study. Teachers list the key objectives when planning their term's work and assess using evidence in children's books or from observations of their performance. This information is reported to parents at Parent Consultations and through the annual school report. Standards are monitored by the subject leaders.