



Assessment Policy Revised by Alison Dawes September 2023

Approved by the Curriculum Sub Committee on

Signed _____ (Chair of Curriculum Committee) Date: _____

This policy will be reviewed every 3 years unless changes are required sooner

This policy should be read alongside the marking policy

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of evidence (both individual and comparative), assists teachers in their planning ensuring each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Booth Wood, we ensure that the targets set for our pupils are both realistic and challenging.

Principles

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers in order to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning should be part of effective planning of teaching and learning.

Teachers plan experiences and opportunities for learning that promote deep engagement, with learning never having a 'ceiling'. Planning includes strategies to enable learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Teachers annotate plans daily and use this to inform the next step of learning.

Assessment should take account of the importance of learner motivation.

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, creating opportunities for self-direction. At Booth Wood we create learning environments where it is safe to take risks, with everyone caught up in the excitement of learning.

Assessment for learning should promote commitment to learning and a shared understanding of the criteria by which they are assessed.

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Understanding and commitment follows when learners have some part in deciding outcomes and identifying criteria for assessing progress. Communicating assessment and success criteria involves discussion with learners using terms that they can understand, providing examples of how the criteria can be met in practice.

Quality marking and peer and self assessment

Constructive feedback is given to learners on a regular basis, with 1 in 5 pieces of work 'quality marked'. This involves the teachers pinpointing the learner's strengths and advice on how to develop them (next steps). Opportunities are then given for learners to address their next steps. 'Marking on the go' (in every lesson) allows for immediate feedback and improvement of work.

Teachers also equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, (or who are gifted), is the responsibility of the class teacher in conjunction with the SENDCO (for SEND children). The SENDCO along with the ELSA and outside agencies are there to support the class teacher in providing the correct curriculum in order for the child to achieve their potential. Assessment procedures support all the aims and practices from the SEND policy in helping each child achieve his/her potential.

Vulnerable groups

Class teachers monitor the performance of all vulnerable pupils in the class in comparison to the class as a whole. It is vital that pupils who are vulnerable are identified and supported in the best way possible.

Types of Assessment

The assessment of all subjects, is carried out using our own *Curriculum Progress Grids*. The progress grids assess using the 'Below, Age Related, and working at Greater Depth' format. Children in years 2 and 6 also use the criteria for the statutory assessments.

Assessments for English, maths and GPS (PIRA,PUMA,GAPS) are carried out formally three times a year. Science assessments are carried out on a half-termly basis in order to back up the teacher's judgement and inform their planning. These assessments are from 'Rising Stars' and use the format 'making less than, expected and more than expected progress'. The 'Rising Stars' assessments feed into our own end of term grids, which are used in performance management meetings when discussing pupil progress.

Children who are not working at age related descriptors and would be classed as, 'unable to assess', will be assessed using their 'educational care plan', their 'one-page profile' and their 'small steps' targets.

We believe the above is the best form of assessment for us because:

- Key pupil groups can have their attainment and progress towards expectations reviewed to help highlight gaps or identify where interventions may be needed.
- Records ongoing formative assessments against the National Curriculum Programmes of Study and provide summative judgements at termly or half termly intervals to indicate which stage of the curriculum a pupil is working within.
- Help pupils to understand what they are good at and key areas for development by sharing specific pupil strengths and next step comments recorded during the term to generate a report.

Our assessment system:

Diagnostic – Finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making expected progress. All assessment tools can provide diagnostic evidence, however certain diagnostic assessment tools can be particularly useful in providing more detailed data, for example, miscue analysis, single word spelling test, etc. Further information can be obtained from the school's SENDCO.

Summative – Children in Reception will be assessed against the EYFS profile. Parents will be told the age and stage that their child is working at and at the end of Reception whether their child is emerging, expected or exceeding in comparison to the expected stage of their development. The children are also assessed on a daily basis using the school’s own assessment grid and ‘Tapestry’.

Children in year 1 carry out the phonic screening test in June of that year. This is statutory. In preparation, the children in year 1 (and those children in year 2 who didn’t meet the standard in year 1) will complete phonics tests leading up to these during the year, allowing the tracking of improvement in phonics. The score the children achieve in June and whether or not this is meeting the expected standard will be reported to parents.

Children in years 2-5 will be teacher assessed, using our own assessment grids and the Rising Stars materials as stated previously. At the end of the year, parents are informed of their child’s progress, attainment (‘working below, working at, and above the national standard’) and effort.

Children in year 4 will have their times tables knowledge assessed using the statutory MTC. This happens in the June of that year.

Children in year 6 will carry out the SATs tests in Spelling, Punctuation and Grammar (SPAG); Maths and Reading in May (statutory) with writing and science being teacher assessed. The level that the children are assessed at will be reported to parents at the end of the year.

In order to comply with the Department of Education’s new directive ‘life without levels’ all the children in years 1-6 will be assessed in reading, GPS, maths and science using the ‘Rising Stars’ materials. This will give an assessment of whether children are making the expected progress or not for their year group and allow for added tracking of the classes. Children in all year groups will be formally assessed at least termly.

Writing

Children from Reception through to year 6 are continuously assessed in writing.

Evaluative – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils’ achievement.

Formative – this comprises:

- Individual class record keeping
- Annotated teachers’ plans
- Marking in children’s books and/or via Showbie
- Marking ‘on the go’.
- Photographs of children achieving an objective, particularly in key stage 1
- Pupil self-assessment
- Peer assessment
- Next steps for learning

Standardisation/Moderation

The process of moderation is an essential part of the assessment system, particularly with the advent of 'life without levels'. Teachers are involved in the moderation process to ensure agreement on criteria for end of year expectations and levels in the following ways:

- With colleagues in school, using pupils' evidence, alongside the national standards files
- With colleagues from other schools within the LPDG
- By attending LA sessions to ensure our judgements are in line with other schools
- School portfolios of moderated work will be kept by curriculum leaders

Reporting

Reports promote and provide:

- Good home/school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information from outside agencies
- Targets for the children

A written report for each child is sent to parents once a year, at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a general comment on the child's progress and set targets for the future. For children at the end of Key Stage 2, additional information, including details of the SATs testing will also be provided. Parents are invited to attend formal meetings with the teacher during the year. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or head teacher at other times.

Responsibilities

All teachers will be responsible for:

- Assessing children, recording attainment and verifying their assessment with evidence to back up teacher assessment levels

- Planning and executing assessment activities for units of work and as outlined in their planning. It is good practise to involve teaching assistants in assessment procedures under the guidance of the teacher.
- Monitoring each pupil's progress, particularly in the core subjects.
- Ensuring that pupils are tracked and if they are making less than expected progress, to ensure intervention programmes are in place.
- Gathering evidence and moderating with colleagues on a regular basis.
- Maintaining children's finished work as evidence for parents evening.
- Maintaining progress records in all subjects.
- Preparing official records for transfer to receiving schools at the request of the headteacher.
- Administering and marking standardised tests, where this is not externally done.

EYFS, Year 1, Year 4 and Year 6 teachers will be responsible for:

- Administering the standard assessment tasks in Literacy and Numeracy as and when required (EYFS/Y1/Y4/Y6)
- Organising any special arrangements
- Preparing official transfer summative record sheet
- Completing the appropriate record forms and submitting them to LA by given date

Assessment Co-ordinator will be responsible for ensuring:

- Leading school development in assessment, recording and reporting (ARR)
- Liaison with subject co-ordinators within the school
- Attend appropriate training and updates
- Overseeing and monitoring all assessment processes and supporting staff
- Consistency in assessment procedures across the school through moderation
- Overseeing the input of data from EYFS, Y1, Y4 and Y6
- Interpreting the data from Perspective online looking for trends and targets
- Inputting and interpreting data in our own assessment grids looking for trends and setting new targets
- Setting and sharing targets with all staff to ensure at least expected progress between KS1 and KS2
- Reviewing the schools assessment and policy arrangements

Monitoring and evaluation

The assessment co-ordinator, head teacher and governor responsible for assessment will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning and records.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan.

Assessment Timetable

All foundation subject leaders are responsible for tracking the progress of children in their subjects. They then analyse their results and pass on their findings to the assessment co-ordinator and SLT.

At the end of each academic year time is specifically set aside for quality conversations to take place between teachers, thus ensuring a smooth transition between year groups.

Assessment Materials

Autumn	Spring	Summer
End of unit foundation subject quizzes	End of unit foundation subject quizzes	End of unit foundation subject quizzes
Termly Reading, Spelling, GPS, and Maths (Pira,puma,gaps)	Termly Reading, Spelling, GPS, and Maths (Pira, puma, gaps)	Termly Reading, Spelling, GPS, and Maths (Pira, puma, gaps)
End of unit writing assessments	End of unit writing assessments	End of unit writing assessments
		Year 1 (and 2) phonics screening Year 4 MTC check Year 6 sats week
		SLT set aspirational targets for each child for the next academic year

On-going systems

- Quality first teaching
- Reading records
- Weekly spelling tests
- Daily phonics (these are tested weekly with 'hot lists' produced)
- Discrete Grammar sessions
- Writing moderation
- Quality marking 'on the go'
- Arithmetic tests
- Continuous assessment throughout the school
- Showbie

Records

- Individual class record keeping
- Sats and PUMA,PIRA,GAPS
- Summer reports to parents