

Broomhill First School Assessment Policy

The principles of assessment

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform teaching through formative assessment and information for a wider audience through summative assessment. In formulating this policy we have considered the following:

- Why pupils are assessed
- What the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used.

Different forms of assessment may serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, school governors, the Government and Ofsted.

Aims of Assessment:

The purpose of this policy is to support school improvement and the raising of standards in achievement, attainment and progress for all our pupils. Through assessment we aim to:

- Monitor progress and support learning
- Share information with pupils of their progress and next steps, involving them with self-assessment
- Guide planning, teaching, additional support, curriculum development and resource management
- Inform parents and the wider community of pupil achievement
- Complete a self-evaluation of teaching and learning, informing school improvement planning
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements.

Our Approach to Assessment

Formative Assessment (Assessment for Learning)

At Broomhill, formative assessment is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. Formative assessment includes:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Holding discussions with children to assess understanding, diagnose reasons for any misunderstandings or misconceptions and resolve any issues
- Quick fire quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson)
- 'What I know/ want to find out' grids which may be used at the beginning of new topics and revisited at the end
- Marking and feedback (See Marking and Feedback Policy)
- Ensuring children are aware of the learning objective and success criteria, encouraging them to self assess and peer assess to evaluate their work, make improvements and understand the next steps they need to make
- Holding discussions with children to set individual targets and discuss progress towards these
- Weekly tests.

Summative assessment (Assessment of Learning)

Summative assessment may take place at the end of a particular unit of work, half termly or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform:

- future teaching
- discussions at pupil progress meetings
- the targeting of additional support
- the following year's teacher on transition
- parents of their child's progress and attainment
- school improvement.

We use a range of summative assessments including:

- Half termly Rising Star Assessments for Reading Comprehension, Spelling Grammar and Punctuation
- Half termly Abacus maths assessments
- Independent pieces of writing
- Recording assessment against key objectives taught within each curriculum area
- Annual reviews for children with an EHCP
- Intervention Plan reviews of progress towards targets for children with SEND.

In addition, there are EYFS/National Curriculum summative assessments for children of first school age, which measure children's abilities against national standards:

- EYFS profile
- Phonic screening checks at the end of Year 1 (with children retaking the assessment in Year 2 if they did not meet the required standard in Year 1)
- KS1 assessments at the end of Year 2 (Mathematics, Reading, Writing).

Pupil Progress Meetings

Pupil Progress Meetings are held between the headteacher and each class teacher on a termly basis to review the progress of the whole class, groups of children and any individuals who are causing concern. The effectiveness of Pupil Premium spending is reviewed and amended, where appropriate, as is the effectiveness of interventions for children with SEND.

Management, tracking and record keeping

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

English and Mathematics

Teachers use individual Pupil Progress Trackers for Reading, Writing and Mathematics based on Rising Stars and NAHT resources. These provide a detailed record of pupil progress against national curriculum objectives and are used to determine whether a child is working towards, meeting or working in greater depth against each objective. At the end of each term, these records are used to complete a Progress Map for each class, which shows the progress each child is making towards his/her end of year target. Both these records are used at termly Pupil Progress meetings, with actions taken regarding any issues arising to ensure that every opportunity is provided to enable children to remain on track and/or review targets to ensure they remain aspirational. Data is summarised from the Progress Maps for leadership purposes, including analysing attainment and progress for groups of children.

Other Subjects

There will be three levels of expectation for achievement in these subjects. Teachers will establish the curriculum objectives at the start of each topic, ensuring that over the year the class cover all of the expectations for that year. Pupils will be recorded as: working towards, meeting or working at a greater depth in relation to curriculum objectives. These records will be updated on a half termly basis and will be kept in the class assessment file. Subject coordinators will have access to these records when carrying out their monitoring role.

Moderation of Assessment

Children's work, marking and assessment is moderated regularly during work scrutiny exercises. The school also works with schools within the partnership on moderation and participates in any moderation activities that may be offered by the local authority.

Feedback to pupils

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. For information about feedback please see the Marking and Feedback Policy.

Reporting to Parents

Information on how each child is achieving across the curriculum is discussed with parents at the Autumn and Spring Parents' Evenings and through end of year reports in the Summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year and teachers will request additional meetings with parents, as appropriate. Information on progress is also used during SEND Intervention Plan reviews, PEP reviews and annual reviews for children with EHCPs. The school encourages all parents to use our 'Open Door' policy to promote informal discussion about children's progress at any time.

EYFS results, Phonics screening results and KS1 results are reported to parents in the appropriate format and are reported to the Government via the Local Authority.

Additional Information Specific to the Early Years Foundation Stage

Throughout the EYFS, children are assessed across the 7 areas of learning in the Early Years curriculum. Progress for each child is recorded on Individual Progress Trackers relating to the Development Matters age bands. A programme called 'Tapestry' is also used to record assessments and share observations/photographs with parents via an electronic learning journal. Tapestry allows ongoing assessment and analysis of individual pupils, groups or cohorts. Information from Tapestry and the Individual Progress Trackers is used to facilitate planning and next steps of learning.

Judgements

Baseline assessments are done within the first few weeks of starting Nursery/Reception, allowing children time to settle and feel comfortable in the new classroom environment. Pupils are assessed continuously using formative assessment and observations during child initiated and adult led activities. This information is used to regularly update each child's Individual Progress Tracker and Tapestry learning journal.

Assessment judgements are made at the end of each term and this is collated on a Class Progress Tracker. These indicate as to whether a child is emerging, developing or secure within a particular age band for each areas of learning and form the basis of pupil progress meetings with the headteacher.

At the end of Reception, children are assessed against the Early Learning Goals to provide a summative judgement for each area of learning. Children are assessed as emerging, expected or exceeding for each ELG. To reach a Good Level of Development (GLD) children need to meet each ELG within the prime areas of learning (Personal, Social and Emotional Development, Communication and Language, Physical Development), as well as those for Literacy and Mathematics.

Working in Partnership with Parents

Parental contributions are highly valued and we are keen to work in partnership with parents to ensure learning is effective and assessments are secure.

Parents are encouraged to:

- contribute to their child's electronic learning journal with observations and achievements at home
- do a 'talking time' activity each week and record in their child's book
- attend parent/teacher meetings throughout the year
- chat on an informal basis to staff at the beginning/end of each day
- read newsletters for current learning and ideas to support their child
- comment on their child's report at the end of the year.

Monitoring and Evaluation of this Policy

This assessment policy has been created in consultation with staff. The headteacher is responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the governors as part of the Curriculum sub-committee.

The criteria for its effectiveness are:

- How well it is being followed by staff, eg as evidenced during discussions with staff (including pupil progress meetings), lesson observations and work scrutinies
- The impact on children's learning, e.g. as evidenced on pupil progress trackers, class progress maps and data records
- How quickly children at risk of underachieving are identified and resulting action taken eg as evidenced during pupil progress meetings
- Evidence of early identification of children with SEND, with appropriate action being taken
- Outcomes for children/quality of end of year results.