



Broadbent Fold Primary School and Nursery

Assessment Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self- assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self- evaluation of the school

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Broadbent Fold School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons.
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make.
- Give individual, challenging feedback to the children verbally and in their books on a regular basis and discuss these with the pupils so that they are involved in the process.
- Regularly share this feedback with parents to include them in supporting their child's learning.
- Encourage pupils to evaluate their own and others' work against success criteria based upon specific, key learning objectives.

- Mark work so that it is constructive and informative in accordance with the marking and feedback policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects half termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- Pass on assessment information to the next class teacher so pupils can be tracked as they progress through the school

Use Assessment for learning strategies such as:

- Learning walls
- Targets
- Sharing success criteria
- Self and peer evaluation
- Discussion, talk and modelling
- Conditions for learning - display
- Learning journey - children know what is next
- Marking and feedback

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Broadbent Fold School will include (See Appendix)

1. Data from statutory assessments

- Foundation Stage Profile
- Year 1 Phonics test
- Key Stage 1 assessments
- Key Stage 2 assessments

2. Information from termly and end of year assessments

- Optional Standardised Tests in KS2
- Termly writing assessments using (assessing pupil progress)
- Termly teacher assessments in Numeracy from work with focus groups using pitch and expectations
- Mapping grids to show pupils progress from entry and in comparison with national expectations.

- On- going teacher assessments in all subjects on a termly basis, including science and computing.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for setting work for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging work set for them and that the path of reaching the targets in their work is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Broadbent Fold School we will:-

- Follow the Assessment cycle and update the data on a regular basis into School Pupil Tracker Online.
- Use information to identify percentages of children working at each level within a cohort.
- Analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Funding.
- Work with colleagues to moderate work/ books every term.
- Analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self- esteem.

At Broadbent Fold School we will:-

- Provide opportunities for two parent partnership evenings so that parents can discuss how well their child is doing and have a final end of year report.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.
- Discuss Child Centered Plans termly with parent by appointment.

The assessment lead will:

- Formulate the school's assessment policy in consultation with the Head Teacher, staff and governors.
- Review the policy regularly in the light of statutory requirements and the needs of the school.
- Provide support and guidance with assessment and keep up to date with current information.
- Resource school with relevant tests and update assessment cycle.
- Maintain the 'tracking file' and consult with all staff about the targets set.

- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations.
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background.
- Report to governors regarding the policy, statutory test results and cohort targets.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Broadbent Fold we will:

- Meet regularly to moderate reading, writing and maths assessments
- Moderate work through planning and book scrutinies, feeding findings back to members of staff.
- Collate evidence to back up teacher assessments, such as through the use of floor books in Maths and pitch and expectations in English.
- Participate in moderation schemes in the Local Authority for Nursery, Reception, KS1 and KS2.

Appendix

Nursery learning journeys

Every child's progress is closely monitored at Broadbent Fold in order that we can provide the best possible opportunities and highest levels of support. When your child starts nursery, staff will informally monitor his/her development and keep detailed records. This information is shared with families and either transferred to the reception class or to the pupil's new school.

Foundation stage profile

Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. Insights will be shared at parent consultation meetings. Pupils will have a learning journey book of photos and comments which will be available during the year for you to add to.

Year One phonic check

All pupils in Year 1 will participate in a phonics check. This assessment will be administered by Year 1 staff. Results are included within the Year 1 end of term report.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. Optional SATs materials may be used in classes 3, 4 and 5 to assist teacher assessment of pupil progress. The national expectation is that children should aim to achieve National Standard at the end of Year 2 and Year 6.

Marking and assessment

We aim to provide feedback to pupils through marking so that they have specific advice about improvements to their work. Pupils are given time to read and review their work following marking. Pupils are encouraged to self-assess their work using a traffic light system when they have finished their work to show their level of understanding and to add a comment if possible.

Approved by *Governors* March 2018

Review March 2020