Broadbent Fold Primary School and Nursery



Assessment Policy

March 2025

Equality Duty

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

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

Principles of assessment are:

- to raise standards of learning with high expectations
- 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 (building belief)
- to help children know and recognise the standards they are aiming for
- to identify children for intervention
- to share information on children's progress
- to complete a critical self- evaluation of the school
- to support learning; for accountability; monitor progress, and transfer information.

Assessment for Learning

The way in which children are assessed is critical to their understanding of their strengths, knowledge of next steps in learning, and their motivation to succeed. At Broadbent Fold we have a strong commitment to using Assessment for Learning as a tool for empowering children and improving their attainment. All children share responsibility for their learning and for the progress they make. Self and peer-assessment is therefore an important feature of our policy. Marking and feedback form a crucial element of the teaching and learning cycle and should always be used to evaluate progress and inform next steps in learning.

"Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it." EEF

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

To achieve this at Broadbent Fold we will:

- Evaluate children's learning during lessons and identify those children with particular needs (including those who are able) so that any issues can be addressed within the lesson and subsequent lessons using questioning and answering techniques.
- Targeted questions to challenge and build belief.
- Adjust plans to meet the needs of the children within the class, during the lesson. Using effective verbal feedback.
- Ensure children are aware of the lesson aims 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 and discuss these with the children so that they are involved in the process.
- Vulnerable groups needs are met. E.g SEND, Non/Disadvantaged, Gaps narrowed with peers.
- Regularly share this feedback with parents to include them in supporting their child's learning.
- Encourage children to evaluate their own and others' work against success criteria based upon specific, key learning objectives and tasks. Complete pre-assessments where needed.
- Mark work so that it is constructive and informative in accordance with the marking and feedback – Building Belief policy.
- Incorporate both formative and summative assessment opportunities in medium- and short-term planning.
- Assess all subjects termly using a common format, make relevant comments about a child's progress, especially those working below or above the national average.
- Pass on assessment information to the next class teacher so children are tracked as they progress through the school, using our school tracker Arbor.

Use Assessment for learning strategies such as:

- Learning walls
- Challenges and flashbacks
- Sharing success criteria
- Self and peer evaluation to highlight progress
- Discussion, talk and modelling
- Regular revisiting and questioning
- Learning journey – children know what is next
- Marking and feedback- Building Belief
- Memory recall – linking learning to previous year's work.

Assessment within the Foundation Stage

The six areas of learning assessed during a child's time in Foundation Stage and completed by the end of the Reception year are:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Physical development
- Expressive Arts and Design
- Understanding the World

At Broadbent Fold, we know that the best use of staff time in EYFS is working directly with children, both individually and in groups, to move children's learning forward and teach key skills and knowledge. Our EYFS curriculum has been written in line with Development Matters 2023, with the addition of further skills, knowledge and experiences that we feel are appropriate for our children, families and community. We are confident that this comprehensive, progressive and carefully designed curriculum will enable the vast majority of children to reach the ELGs by the end of the year.

Baseline Assessment

On entry to Reception, a Baseline Assessment is completed on each child. This is done within the first 6 weeks of a child attending school full-time. The government Baseline Assessment is used as a progress measure of the time spent at the school. Alongside this, our staff complete their own assessments, which gives them a clear idea of the starting points for the children.

Ongoing, formative assessment

Staff monitor children's attainment and progress against the intended learning outcomes, in all areas of the curriculum. This is done in lessons and is a diagnostic toll for improving the next steps in learning. Staff identify children that have not reached the desired outcomes and any barriers to learning that have been identified. These children are then targeted for immediate, additional input in order to close the gaps as quickly as possible. Any identified gaps and barriers across the cohort are also used to inform future planning and next steps in learning.

At the end of each term, subject leaders are given time to review the learning pupils have completed over the term. This provides staff with a clear opportunity to assess knowledge and skills as well as the depth of knowledge and independence the children are able to evidence when completing the tasks. Staff also complete learning walks and observations and record their assessments of children's learning.

Summative Assessment

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 will include (See Appendix)

1. Data from statutory assessments

- Foundation Stage Profile
- Year 1 and Year 2 Phonics test / Re-check
- Year 4 Multiplication Check
- Key Stage 2 assessments

2. Information from termly and end of year assessments

- Optional KS1 government assessments
- KS1 practise phonics screening and individual assessments
- Twice yearly NFER Tests in Years 1, 2,3, 4 and 5
- Twice yearly past papers tests in Years 2 and 6
- End of unit White Rose assessments
- Arbor mapping grids to show a child's progress throughout their time at Broadbent Fold including comparisons with national expectations.
- On- going teacher assessments in all subjects on a termly basis.

Regular reviewing of tracking data gives teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of children, that the school can make finely tuned adjustments for setting work for each cohort. The discipline of regularly analysing children's attainment will ensure that every child has work set that is challenging and 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 we will:

- Follow the Assessment cycle and update the data on a regular basis into Arbor. Use information to identify percentages of children working at each ARE (Age Related Expectations) within a cohort.
- Analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those children who are working at a greater depth, those with Special Educational Needs and those in receipt of Pupil Premium Funding.
- Work with colleagues in-house termly to moderate work/ books and with our local cluster group twice a year (autumn 2 and spring 2).
- Analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of children and individuals. This aids us to improve teaching and raise attainment.

Assessing children with SEND

We know the importance of and are committed to, early intervention. If teachers have a concern about a particular child, they will discuss with the SENCo what action to take in the interests of the child. In some cases, small adjustments to the child's provision or routine may be all that is required to remove any barriers to learning, however where need is greater, a Child Centered Plan (CCP) may be put in place, these are then reviewed termly with the whole team surrounding the child. In many cases therefore, the progress of children with SEND is therefore measured against their own personal CCPs rather than against End of Year expectations.

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 children's attitudes, motivation and self- esteem.

At Broadbent Fold 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 two opportunities for parents to look at their child's book across subjects.
- Provide an 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.
- Highlight children and groups of children who have made less than expected progress or are working below expectations.
- Analyse results to identify attainment and progress made by children and for groups of children 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 when teacher assessments are carried out that there is evidence recorded to justify judgements made.

At Broadbent Fold we will:

- Meet regularly to moderate Reading, Writing and Math's assessments in-house and in our local primary cluster.
- Moderate work through planning and book scrutiny's, sharing findings with members of staff.
- Collate evidence to back up teacher assessments.
- 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 to be able to 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 a child's new school.

Foundation Stage Profile

Reception Baseline Assessment will be completed. Children continue to be assessed in Reception where staff will add information to an assessment profile for each individual. Insights will be shared at parent consultation meetings. Children 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 children in Year 1 (and those in Year 2 who were not successful) will participate in a phonics check. This assessment will be administered by Year 1 staff. Results are included within the Year 1 and 2 end of term report.

Year One

Pupils will complete whole-school assessments starting in spring term.

Year Two Optional Tests

All children will take part in the optional end of KS1 government assessments. These support school with planning for KS2 teaching.

Year Four Times Tables Check

Year 4 children will take an electronic Times Tables test that will be administered by the class teacher. Results are included within the end of year report.

Key Stage 2 Tests

Children in Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. NFER materials are used in classes 1, 2, 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 each key stage.

Marking and Assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. See the Marking and Feedback Policy – Building Belief, which has been created in conjunction with staff and pupil leaders.