Broughton in Furness CE Primary School

Primary Assessment Policy

2015-2017

The school aim is to promote a caring Christian attitude and create a friendly and supportive environment in which all children are encouraged to fulfil their potential, academically and physically, and develop spiritually, socially and morally.

Contents:

Statement of intent

Broughton in Furness CE Primary School believes that, in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**ealistic/relevant
  - **T**ime bound
- Acknowledging achievement.
- Working with other agencies as needed.

Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

Rationale

The process of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Schemes of assessment also inform whole school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

1. Key roles and responsibilities

1.1. The governing body has overall responsibility for the implementation of the Assessment Policy and procedures of Broughton in Furness CE Primary School

1.2. The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

1.3. The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

1.4. The headteacher will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of Broughton in Furness CE Primary School The assessment leader is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing Individual Learning Plans (ILPs) for all pupils and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.

1.5. The special educational needs coordinator (SENCO) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.

1.6. Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs.

1.7. All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and headteacher.

1.8. Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.

1.9. Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

2. Training of staff

2.1. We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.

2.2. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

2.3. Teachers and support staff will receive regular and ongoing training as part of their development.

3. Definitions

Broughton in Furness CE Primary School

3.1. Defines "assessment" as either:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

3.2. Defines "diagnostic assessment" as any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

3.3. Defines "formative assessment" as any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

3.4. Defines "summative assessment" as activities which assess final achievement at the end of the year.

3.5. Defines an ILP as a plan which shows how a learner will get from their starting point on a learning journey, to the desired end point.

3.6. Defines "two stars and a wish" feedback as a strategy which identifies two positive comments related to learning objectives/success criteria and one note where the success criteria was not met/or a suggestion/question to encourage further thinking.

4. Types of assessment

4.1. Broughton in Furness CE Primary School acknowledges that assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):

Oral feedback, learning conversations (Teacher talk), self-assessment, peer assessment, targeted questioning, assessment of exemplar work of a range of grades, Cluster and school moderation, written feedback that links to assessment criteria, and use of examination materials.

4.2. Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

The use of self-assessment and peer assessment. Examples may include: peer marking against the learning objective, smiley faces, and highlighting or annotating pupils' own or a peer's work to demonstrate appropriate features or use of criteria.

5. Scheme of assessment

5.1. National curriculum levels have been removed and replaced with national curriculum knowledge descriptors. Broughton in Furness CE Primary School has implemented the following schemes of assessment which addresses assessment without levels.

5.2. Ros Wilson assessment for Writing and Reading, Abacus Maths assessments, Rising Stars Grammar, punctuation and Spelling, No Nonsense Spelling and Twinkl assessments in Yr 1.

5.3. Please consult the scheme of assessment and assessment cycle documents in Appendices B, C, D and E for further information.

5.4. Summative assessments are used to assess what a pupil can do at a particular point in the learning journey, and performance can be measured against age-related expectations. We utilise the following formal summative assessments:

5.5. Daily marking by teacher, response time given to pupils and re-acknowledged by teacher. Targeted questioning and planning amended as required after teaching.

6. Target setting

6.1. Pupils complete baseline assessments during first half of autumn term, which inform long-term national curriculum-based learning goals. Using the results of the diagnostic assessments, pupils' mastery of the subject will be classed as 'emerging', 'secure, or 'Greater Depth'.

6.2. SEND pupils may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria. EAL learners, who are at the initial stages of learning English, are assessed using the Northern Association of Support Services for Equality and Achievement (NASSEA) assessment system for EAL learners (if applicable).

6.3. Targets that lead to the long-term learning goals are discussed and agreed with pupils and regularly reviewed and updated. They are clearly displayed in age-appropriate language in work books to be shared with parents/carers during termly progress report and parent's evenings.

7. Tracking and reviewing progress

7.1. Formative and summative assessment milestones are recorded electronically using our numerical tracking system on a termly basis. However, teachers track half termly through regular assessment. National curriculum objectives are only

recorded as 'achieved' when a child has mastered them. In order to master an objective, pupils must:

- Learn the skill/concept.
- Practise it.
- Apply it.
- Apply the skill/knowledge in a different context.

7.2. Pupils are given the opportunity to review their progress through 'Teacher talk' conversations which are scheduled into lesson time as an ongoing dialogue. Response to marking time allows for regular review and comment.

7.3. To assist in guiding each pupil's learning journey, Pupil Progress Reports are taken at class, three times a year, towards the end of each term and reported to parents.

7.4. Pupil progress meetings for each year group are scheduled termly and focus on:

- Reviewing the progress of all pupils by Subject leaders and Headteacher.
- Identifying and monitoring cohorts of pupils that are underperforming.
- Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.
- Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.

7.5. Teacher pass over meetings to inform the next teacher are held towards the end of the summer term. The purpose of the meeting is to monitor pupils who were identified as underachieving in a number of subjects at pupil progress meetings, pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

8. Homework

8.1. Depending on the year group, homework is given daily and/or weekly. An outline of typical tasks and the frequency of homework is outlined below. For further detail, please consult the Homework Policy.

Year group	Typical task	Frequency
Reception	Flashcard of new word sounds to practise at home. Pupils will also take home a sheet to practise the formation of the letter.

Learn keywords.
Number formation.

Reading homework will be given when the class teacher feels a | As new words are learned

As new words are learned

 Only given when child is ready. Once commenced, reading homework is daily |

	child is ready and is confidently recognising a number of keywords by sight. Children will only have homework on keywords and reading when they are ready.	
Year 1 and 2	Reading for 10-15 minutes. Spellings to learn. Appropriate maths/number fact or times tables to learn. Appropriate English to consolidate learning. These will be changed when the children have learned each word/skill.	Daily Weekly Weekly
Year 3 and 4	Reading for 15-20 minutes. Spellings to learn. Appropriate maths/number fact or times tables to learn 1 week then English the following week. These will be changed when the children have learned each word/skill.	Daily Weekly Weekly
Year 5 and 6	Reading for 20-30 minutes. Spellings to learn. Appropriate maths/number fact or times tables to learn. English based written task. These will be changed when the children have learned each word/skill. Additional weekly homework tasks are set (as appropriate).	2-3 times a week and weekends Daily Weekly Weekly Weekly

8.2. Homework tasks are set in line with curriculum objectives and expectations for each year group, and are used to formatively assess pupils' ability to practise and apply skills/knowledge learned in class.

9. Marking and feedback

9.1. Marking of pupils' work should follow the Marking and Feedback Policy. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all children is achieved.

9.2. Marking and feedback should directly relate to subject specific assessment criteria and individual learning objectives. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.

9.3. Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.

9.4. Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).

9.5. Marking and feedback strategies include:

Response to marking , Teacher talk (TT), Correction needed, peer marking.

9.6. When marking work, teachers identify patterns of spelling and grammar mistakes. Pupils are given opportunities to make corrections to their work. Additionally, pupils are assigned the task of learning the correct spellings as homework.

9.7. The quality of pupils' work is rewarded and sanctioned in line with the Rewards and Sanctions Policy.

9.8. Achievement is rewarded in the following ways:

- Work stickers-Headteacher awards
- Certificates-Praise of the week
- Rainbow team of the week

10. Records and record keeping

10.1. Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

Examples include: lesson plans, pupil work and work books, assessment trackers, pupil progress meeting records and reviews, IPPs for SEND pupils and the Early Years Foundation Stage Profile, Tapestry, Reception baseline.

10.2. At the early years foundation stage, each child's developments and achievements are recorded in the Early Years Foundation Stage Profile (EYFSP), which is based on teachers' ongoing observations and assessments.

10.3. Summative assessment records, such as key stage 1 and key stage 2 examination results, are kept electronically and held for six years after the year of the examination.

10.4. Formative assessment records, such as pupil work, are held for one year.

11. Standardisation and moderation

11.2. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues
- Partnership with colleagues from other schools within the local area
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.

11.3. Portfolios of moderated work are kept securely by Subject leaders.

12. Reporting

12.1. Records promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

12.2. A written report for each pupil is sent to parents/carers each term. Reports outline pupils' progress in the core subjects of the national curriculum and RE. The end of year progress report covers all core and foundation subjects.

12.3. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set.

12.4. For pupils at the end of key stages 1 and 2, additional information, including the details of SATs, are provided.

12.5. Parents/carers are invited to attend formal consultations (parent evenings) with the teacher during the autumn and summer terms. Parents/carers are also welcome and encouraged to discuss the progress of their child with class teachers or the headteacher at other times.

12.6. Class teachers or the headteacher may invite some parents for interview at other times if required.

12.7. The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report.

13. Links to other policies

13.1. This policy also links to the Homework Policy, Whole school behaviour Policy and Marking and Feedback Policy.

14. Policy review cycle

14.1. This policy is review by the senior leadership team in partnership with school governors and curriculum leaders on an annual basis.

Appendix A: Marking guidance

Broughton in Furness CE Primary School.

This guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focussed marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative assessment and focussed marking:

Formative assessment is based on the principle that, in order to make good progress, pupils need to be clear about the next steps in their learning.

Teachers use focussed marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Writing

Focussed marking of children's writing should relate to either the specific learning objective communicated through daily marking, or the next step target for each child.

Teachers should not always correct every spelling and grammatical mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling/grammatical errors may be corrected, provided children are given an opportunity to make corrections and practise spelling/grammar rules.

Maths

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to ensure that pupils demonstrate the way calculations are worked out. Teachers will assess the steps needed to enable pupils to make further progress.

Other subject books

Marking will be judged against the learning objective. Teachers will be mindful of the child's ability in literacy to ensure high standards are maintained in all subjects.

Self-assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another child's work).
- Self-evaluation-response to marking or questions set by teacher to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating own or a peer's work to demonstrate appropriate use of text features

One-to-one mentoring

Staff will hold on-going 'learning conversations' with pupils through both oral and written feedback. The aim of the discussions is to talk about the pupil's progress and identify next steps. Attitude, attendance and punctuality will also be discussed as appropriate.

Appendix B: Assessment materials, tools and tests

Reading	• Focussed marking • Recording as seen to analyse later (as appropriate) • Pupil observations • Book/work scrutiny • Guided reading records • Summative tests • Teacher planned comprehension tests/activities • Phonic phase assessments (including flashcards)
Writing	• Focussed marking • Pupil observations • Book/work scrutiny • Writing samples (independent where possible) • Phonics assessment (spelling of high frequency words; Best Bet assessment activities; observation of spelling of graphemes/alternative graphemes) • Results of class tests (e.g. weekly spelling tests) • Summative tests • SPAG half termly assessments
Maths	• Focussed marking • Pupil observations • Book/work scrutiny • Results of weekly mental maths tests • Summative tests • Abacus half termly assessments

Appendix C: Contents of class assessment folder

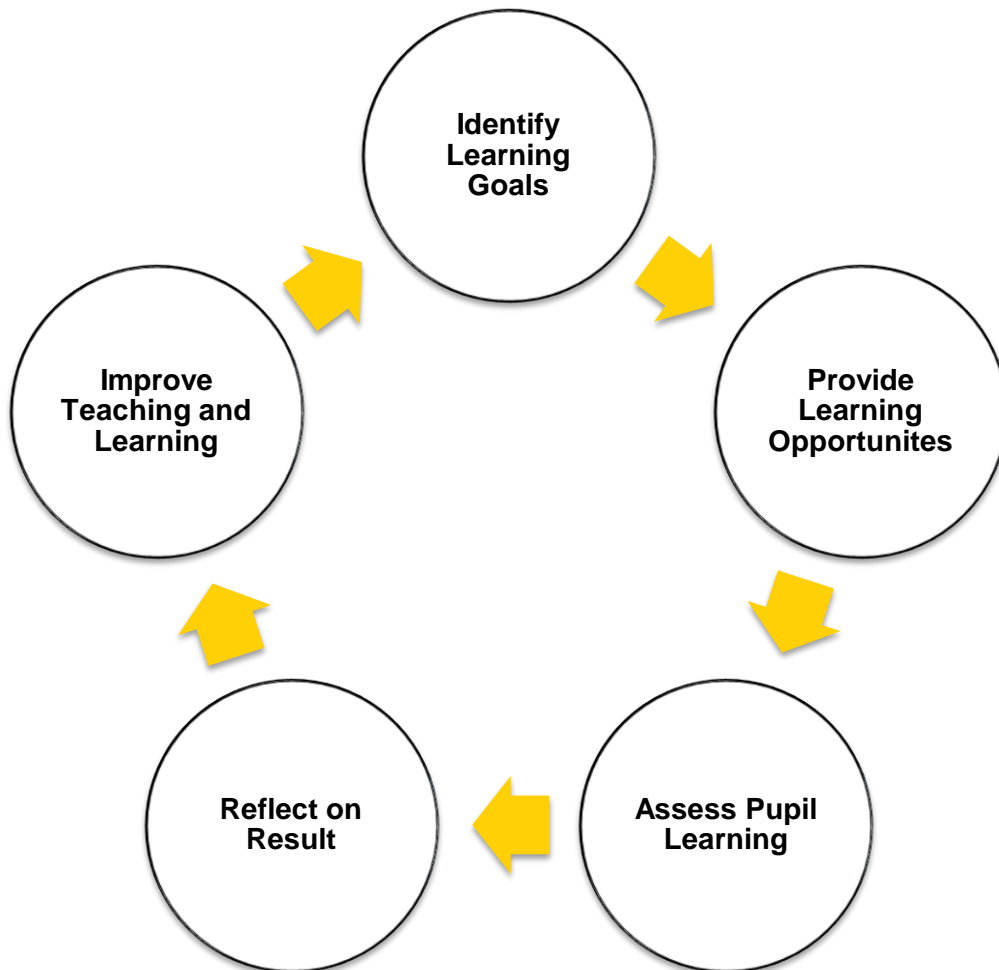|		
Autumn term	**English**	• Update assessment tracker for reading and writing based on focussed marking and observations of children's learning. • Independent writing samples. • Assessments of phonic phase for each child (EYFS/key stage 1). • Set new learning targets. • Analysis of assessments of each year group by Class teacher for Subject • Leader and HT
	Maths	• Update of assessment tracker for maths based on focussed marking and • observations of children's learning. • Update Abacus tracking • Analysis of assessments of each year group by Class teacher for Subject • Leader and HT
	Foundation subjects	• Record significant progress against national curriculum learning descriptors/P scales.
Spring term	**English**	• Update of assessment tracker for reading and writing based on focussed • marking and observations of children's learning. • Independent writing samples. • Assessments of phonic phase for each child (EYFS/KS1). • Set new learning targets. • Analysis of assessments of each year group by Class teacher for Subject • Leader and HT
	Maths	• Update of assessment tracker for maths based on focussed marking and observations of children's learning. • Update Abacus tracking • Set new targets. Analysis of assessments of each year group by Class teacher for Subject Leader and HT
	Foundation subjects	• Record significant progress against national curriculum learning descriptors/P scales.
Summer term	**English**	• Update of assessment tracker for reading and writing, based on focussed marking and observations of children's learning. • Independent writing samples. • Assess phonic phase for each child (EYFS/KS1) and update phonic phase grid. • Year 1 statutory phonics test. • Year 2 and Year 6: SATs tests – reading, writing, Grammar, Punctuation and spelling and teacher assessments. • Progress against national curriculum descriptors is recorded on an end of year report.

Maths	
	• On-going update of tracking grids for maths based on focussed marking and observations of children's learning. • Update Abacus tracking • Year 2 and Year 6: SATs tests – written and teacher assessments. • Set new targets. • Progress against national curriculum descriptors is recorded on an end of year report.
Foundation subjects	
	• Record significant progress against national curriculum learning descriptors/P scales.

Each class holds a separate, guided reading folder. This includes guided reading groupings and assessments, as well as individual reading records.

Appendix D: School assessment schedule

Autumn one	• On entry data for foundation stage profile in nursery and reception. • Class profiles updated and end of year targets set. • Parents' consultation meetings (Parents evenings). • Year group assessments completed. • Class assessment folder updated (on-going). • SEND intervention trackers reviewed. • Pupil progress meeting with S/L.
Autumn two	• Class profiles updated. • S/L analysis of each year group' (class, phase, subject level). • Individual and class intervention IPPs produced. • Year group assessments completed. • Class assessment folder updated (on-going). • Phase group assessment moderation meetings. • Termly report to parents-core subjects and RE. • Pupil progress meetingsTeachers/HT
Spring one	• Class profiles updated. • Class assessment folder updated (on-going).
Spring two	• Class profiles updated. • S/L analysis of each year group (class, phase, subject level). • SEND IPPs reviewed. • Individual and class IPPs updated. • Phase group assessment moderation meetings. • Class assessment folder updated (on-going). • Academic board meeting.
Summer one	• Prepare class hand-over folders. • Year 6 SATs. • Year 2 SATs. • LA SATs moderation meetings for Reception, Year 2 and Year 6. • Class assessment folder updated (on-going).
Summer two	• Year 1 phonics test. • S/L analysis of whole school subject (class, phase, subject level) • Class profiles updated. • Pupil progress meeting. • Parents meetings. • Report EYFSP to LA • Report Year 1 phonics assessment results to LA • Report Years 2 and 6 SATs results to LA. • Report all results of statutory assessments to parents. • Annual reports sent to parents. • End of year parent transition meetings. • Class assessment folder updated in preparation for class handover meeting (on-going). • Class handover meetings (current teacher meets receiving teacher to share information).

Appendix E: The assessment cycle

Appendix F: Agreement forms

Broughton in Furness CE Primary School

Student agreement

I, _____, agree to try my hardest in all of my subjects and tests.

Signed by:

Pupil:	Date:
Parent/carer:	Date:
Form tutor:	Date:

Broughton in Furness CE Primary School

Parental agreement

I, _____ understand that it is my responsibility to encourage my child

_____ to try their hardest in all of their subjects and examinations.

Signed by

Parent/carer:	Date:
Class teacher:	Date: