



## **Bankfields Primary School**

### **Assessment Policy**

#### **Aims and principles of assessment**

At Bankfields Primary School, we ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment. (on-going assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including formative, summative and National standardised assessments.

#### **Types of assessment**

##### **Formative assessment:**

Formative assessment is an integral part of teaching and learning at Bankfields Primary School. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support and intervention or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.



### Through formative assessment, we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.
- inform future planning and teaching, ensuring that our lessons effectively meet the needs of our children.

### A range of formative assessments will be used such as:

- making use of rich question and answers
- Marking of pupils' work following our school marking and feedback policy (see Marking and Feedback policy 2016)
- Observations
- Discussions with children
- Pupil self-assessment e.g. marking ladders, editing and improving
- Peer marking
- Use of pre and post learning assessments

### Summative Assessment

In-school summative assessments will be used to monitor and support children's performance in reading, SPaG and mathematics. These tests will support the teachers when making judgements on their pupil's progress. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. Summative assessments will also inform parents about achievement, progress and wider outcomes.

A range of summative assessment resources will be used including:

- Previous SATs papers (Years 2 and 6)
- Testbase assessments
- CGP assessment papers



## **National standardised summative assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children locally and nationally. They will provide parents with information on how the school is performing in comparison to schools locally and nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Reception
- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

## **Moderation**

At Bankfields Primary School, we take part in termly internal and external moderation of reading, writing and mathematics assessments. This enables us to develop robust, accurate and effective assessment procedures across the school. External moderation takes place with other schools in the Aspire Learning Trust. These moderation opportunities also allow us to develop and refine our assessment procedures.

## **Recording of on-going assessments**

Class teachers keep an individual record of pupil progress on assessment sheets for reading, writing, and mathematics and these are updated regularly when a child demonstrates evidence towards a particular objective. Whole class record sheets are kept for science and the foundation subjects.

## **Grades**

Following our formative and summative assessments, all pupils will be given a grade at the end of each term and this, along with the number of objectives achieved is formally recorded for English and mathematics. In each year group, the grades are as follows:

- (minus) when a child is just beginning to work within the age appropriate curriculum
- = (equals) a child is working towards the expected standard within their year group
- + (plus) a child is working **at** the expected standard within their year group
- M (mastery) a child is **exceeding** expectations



- For children working **below their age appropriate curriculum**, the teacher will allocate a grade from a lower year group based on their assessments of the child.

### **Recording and use of data**

Assessment data for reading, writing and mathematics is recorded in SIMS on a termly basis. This is then analysed by class teachers, SLT, Head Teacher and our school Data Manager. Teachers will make regular use of formative and summative assessments to evaluate pupil progress, the impact of their own teaching, and inform their subsequent teaching and interventions. Assessment data will also be used at whole school level to monitor the performance of pupil cohorts and specific groups of children (including pupil premium, SEND, boys and girls), to identify where future interventions may be required, to monitor the impact of previous interventions and to work with teachers to ensure pupils are supported to achieve at least good progress and expected attainment.

### **Reporting**

End of year annual reports to parents outline progress and attainment of children in relation to National Curriculum age related expectations, and will include individual pupil targets.

### **An inclusive approach to assessment**

In addition to the assessments above, the school will make use of additional diagnostic assessments, including assessments carried out by external agencies to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

### **Training for staff and governors**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school makes significant use of technology to assess and in order to support staff and training in the use of the SIMS is given. Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined. Governors will receive termly reports on pupil progress and the impact of interventions across school. In addition, the Assessment Leader will provide training on our assessment procedures as required ensuring that governors fully understand our assessment procedures.



## **Monitoring and Evaluation**

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff must follow the policy and the Senior Leadership Team, following regular monitoring, will be responsible for ensuring the **effective and consistent** practice across the school.

**Discussed and shared with staff: February 2017**

**Related documents which should be read in conjunction with this policy and can be obtained from the school office or Head Teacher:**

- Mathematics assessment criteria
- Writing assessment criteria
- Reading assessment criteria
- Marking and feedback policy
- Foundation subjects and Science assessment criteria
- The Early Years Foundation Stage Profile (Early Learning Goals)
- Four Rules of Number