



## ASSESSMENT POLICY

<b>Statutory or non-statutory</b>	Non Statutory
<b>Reviewed by</b>	Headteacher
<b>Policy review date</b>	December 2021
<b>Date of next review</b>	December 2024

### Our vision for assessment

At Branfil Primary the main purpose of assessment is to celebrate pupils' achievement and to guide future learning and target setting in the classroom.

We believe that the best forms of assessment result from ongoing dialogue and interactions with pupils. Daily interactions are what provide the soundest judgements of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test.

The following principles form the basis of our assessment system

- All forms of assessment should be used to improve teaching and learning
- Simple to use and understand
- Testing should be rigorous and reliable
- Underpinned by a knowledge of the curriculum
- Helps a child to recognise the next steps in their learning
- Provides reliable information to parents about how their child is doing

At Branfil, Target Tracker is used to monitor pupils' progress and identify next steps in their learning. Target Tracker clearly outlines the objectives that children need to cover over the course of each academic year in order to be 'on track' and secure in their year group's curriculum. Target Tracker provides teachers, parents/carers and pupils with a detailed and accurate 'grade' which relates to the year group's curriculum they are working on. Pupils at Branfil Primary are expected to make 2 points progress each term; however, pupils may make additional accelerated progress. It is expected that the percentage of pupils meeting age related expectations will increase each year through high quality teaching, detailed feedback and regular specific target setting.

Assessment in Reception is ongoing through the recording of observations on Target Tracker. It includes the completion of the Foundation Stage Profile in order to assess pupil development against the early learning goals. The expectation is that: all pupils will make at least good progress each term, the percentage achieving a GLD (Good Level of Development) at the end of the year is above the national average and average point score at the end of the year is above the national average.

## Assessment Approaches

At Branfil we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

#### Our approach to formative assessment includes:

- Questioning
- Observing
- Listening
- Discussing and reviewing pupils' work
- Assessment for Learning questions (AFL)
- 'In the moment' verbal feedback
- Looking at books and providing feedback to the whole class, a focus group or an individual pupil
- Self and Peer Assessment

Formative assessment is used by the teacher to assess knowledge, skills and understanding. It enables the teacher to identify gaps and misconceptions. The pupils are involved in the assessment of their learning. They are given the opportunity to mark their work, complete corrections, proof read, edit and improve their work. Additionally, the pupils are encouraged to reflect on their learning and identify areas for improvement.

### In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Our approach to summative assessment includes:

- Reception Baseline Assessments
- White Rose – End of unit assessments (Years 1 – 6)
- Spelling logs for Read Write Inc. (Years 2-6)
- Read Write Inc. phonics assessments each half term (Years Reception-2 and some children in Year 3)
- NFER assessments in reading, maths and grammar (Autumn and Summer Term for pupils in Year 3-5)
- End of topic assessments using low stake quizzes in Foundations subjects (Years 1-6)

These summative assessments provide the teacher with useful information about gaps in knowledge and understanding. This enables teachers to adapt their teaching to ensure future learning improves.

The results of these assessments together with teacher assessments enable teachers to make informed judgments about the attainment of pupils. Our rationale for using NFER assessments is that they align with the National Standardised Assessments and provide a standardised score.

Pupils with special educational needs in Year 3-5 take an NFER assessment paper in the year and term that they are working within.

### **Maths, Reading & Writing**

For each of these areas of learning, a teacher assessment will be inputted into the Target Tracker system termly. Assessments are made using teacher's ongoing knowledge of their pupils and take into account a variety of factors including: work scrutiny, observations of pupils, questioning and practitioner knowledge. Judgements should be made using a broad balance of evidence from across the curriculum and teachers should have a good knowledge that their pupils are working below, developing their knowledge of, or secure in each of the subject statements before making termly judgements. Ongoing judgements about weekly learning objectives are recorded on Target Tracker on an ongoing basis to support the teacher to form an accurate picture across a term and identify any gaps for pupils or class. These assessments reflect progress over time.

### **Foundation Subject Assessment**

The curriculum for each year group is planned to ensure that children have the opportunity to meet the required standard in all areas of learning. Foundation subject assessment is ongoing; however at the end of a unit of teaching and learning the children will complete a quiz. The result of the quiz, together with the ongoing teacher assessment, will inform the teacher's judgement. Teachers are required to record termly grades on Target Tracker and subject leaders will carry out thorough analysis during the summer term.

### **Nationally Standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

### **Reception Baseline Assessment**

The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA is used to create school-level progress measures, which will show the progress pupils make from reception until the end of key stage 2.

### **Phonic Screening**

In June, the pupils in Year 1 will be assessed in their phonics using the Phonic Screening Check. The assessment will be completed by the class teacher and results will be reported to parents/carers. The total score is 40 with the pass mark at 32.

### **SATs**

In Year 2 and Year 6 the SAT assessments will take place during the summer term. Results will be reported to parents/carers in the form of both a raw and standardised score.

### **Multiplication Table Check (MTC)**

In June, the pupils in Year 4 will be assessed in their multiplication table knowledge. It is an on-screen check consisting of 25 times table questions. The results will be reported to parents/carers. The pass mark is 100% for this assessment.

### **Collecting and Using Data**

Results of termly assessments are analysed and tracked by the school's assessment leader. This analysis feeds into termly pupil progress meetings where target children and performance are discussed and resources for relevant interventions put in place. Teachers are expected to talk in detail about the progress of pupils in their class (this may include referring to class work), with a specific focus on children not on track to meet age related expectations, and have an up to date knowledge of the profile of their class.

### **Feedback to pupils, parents/carers and staff**

At all times feedback to the child following an assessment should be done swiftly and sensitively, so that they feel empowered to make the steps necessary to improve.

Feedback to relevant people about assessment data will take place in a number of ways:

- All About Your Child meetings
- Year Group meetings
- Review meetings
- Pupil Progress Meetings.

Date of next review: December 2024