

Bowburn Primary School



Assessment Policy

Date of Policy	October 2023
Review Date	October 2024
Chair of Governor's signature	<i>A signed copy is available from the school office</i>
Head Teacher's signature	<i>A signed copy is available from the school office</i>

Introduction

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'. (<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

Please note that this policy should be read in conjunction with the school's Marking and Feedback Policy and the **EYFS Policy**

Aims and Principles of Assessment

To 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. (ongoing 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 day to day formative teacher assessments, in school summative assessment and nationally standardised summative assessment.

Delivery

At Bowburn Primary, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'

Day-to-day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. 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 (corrective activities) or extension (challenge 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 Day-to day in-school 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
- following day-to- day assessments record and report progress via steps from our assessment tracker cards for reading, writing and maths. This in turn provides parents/carers with a broad picture of where their children’s strengths lie and what they need to do to improve.

A range of day-to-day in-school formative assessments, will be used including, for example,

- reference to targets on the tracker cards achieved in reading, writing and maths
- making use of rich question and answers
- marking of pupils’ work, with positive feedback and development/improvement areas (see also the Marking and Feedback Policy)
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. polishing green pen, self-marking against agreed success-criteria
- Peer marking

In-school Summative Assessment

In-school summative assessments will be used to monitor and support children’s performance. 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. In-school summative assessments may also inform parents/carers about achievement, progress and wider outcomes. Teachers will make use of in- school summative assessments to evaluate both pupil learning at the end of a unit and/or half term and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of in-school-summative assessments will be used including, for example.

- On-going observations and photographic evidence (see also EYFS Assessment Policy)
- End of year-tests
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- Half-terminly monitoring of steps attained

- Half-termly 'best fit' assessment relating to the National Curriculum age related expectations
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools 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 Year R
- A phonics test in Year 1
- Year 4 Multiplications Table Check
- National Curriculum tests at the end of Key Stage 2
- Rising Stars End of term assessments which will then be used to inform interventions

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments 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

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, training in the use of the Rising Stars online Marks assessment information system, SIMS school assessment information system, assessment tracker cards and tracking ladders will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. This 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.

Monitoring and Evaluation

The Senior Leadership Team is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy. Following ongoing regular reviews of classroom practice, senior leaders will be responsible for ensuring the effectiveness of practice across the school, monitoring the consistency and impact and reporting to the Head Teacher who in turn will report to the Achievement and Learning Committee.