

Brough Primary School



Assessment Policy

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to

- The recommendations in the [Final Report of the Commission on Assessment without Levels](#).
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).
- Assessment and reporting arrangements (phonics screening check) – relevant year
- KS2 assessment and reporting arrangements – relevant year

3. Principles of assessment

At Brough Primary School, we believe that robust, accurate data ensures that children are targeted and supported effectively and that the progress of individuals and specific groups of children can be monitored.

Formative assessment, the day to day observations that teachers make, are recorded informally and help to guide teaching, based on the day to day achievements and misconceptions that children have.

Children from Y1 – Y6 sit termly assessments in reading, maths and GPS. These are undertaken using the following testing materials:

- White Rose assessments for maths
- Headstart tests for grammar, punctuation and spelling.
- Headstart tests for reading

Standardised scores are recorded and then used to track both the attainment and the progress of individual and groups of pupils.

Termly assessments of writing are undertaken which look at a progress towards the end of year expectation. These are moderated within school and a portfolio of evidence (continually being developed and added to) can be referred to, thus ensuring standardisation of assessment.

In addition, children in EYFS, Y1, Y4 and Y6 are assessed using statutory assessment materials and against national standards.

EYFS: Reception Baseline Assessment (within the first six weeks of starting school) and assessment against the Early Learning Goals (ELGs) at the end of the year.

Y1: Phonics Screening Check (Summer Term). Some pupils in Y2 may also sit this PSC if they did not meet the required standard in Y1.

Y4: Multiplication Tables Check (Summer Term).

Y6: SATs testing in reading, maths and GPS as well as writing teacher assessment.

4. Assessment approaches

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

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

4.1 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

At Brough Primary School we believe that as much 'assessment in the moment' should take place as is possible. Instant feedback, where children can make improvements and further their learning straight away, has a significant impact on the confidence and achievement of individual pupils.

The marking and feedback policy clearly outlines the rationale behind all assessment and ensures that pupils know what they need to do to make progress. Formative assessments made by teachers should always focus on what the pupil has secured and what they need to do next, either to address any misconceptions, deepen understanding and apply learning in a different context or move onto the next step in learning.

Pupils are expected to respond (in purple pen) to written feedback and support each other through peer assessment (blue pen) regularly.

4.2 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 as well as to identify where interventions may be required
- **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

As previously mentioned we use Headstart and White Rose Maths tests termly to monitor the achievement of individual and groups of pupils. Writing is assessed against a 'progress towards end of year expectations' judgement and is collected termly. All standardised scores and writing projections are recorded using Insight which is used by the SLT, subject leaders and all teachers to monitor the progress and attainment of all pupils.

Pupil Progress Meetings are held each term and identify successes and areas for development in terms of 'whole data analysis' and look at where additional intervention and support may be needed. Subject leaders use the information collected to look at any cohort or whole school issues and amend action plans accordingly, ensuring that, as a school, we are always responding to the most up to date, robust data, referring to national information and statutory assessments alongside.

4.3 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:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1 (and Y2 where relevant)
- Multiplication Tables Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

5. Collecting and using data

As previously outlined, data is collected termly and shared with staff and governors. Progress and attainment are both recorded to ensure all relevant stakeholders are aware of what the data is saying and what the school is doing to act on any issues raised.

Dates for data collection and 'testing weeks' are shared with staff early in September to ensure that this does not impact significantly on teacher workload.

6. Reporting to parents

Pupil progress will be reported to parents regularly through parents' evenings and end of year reports. Parents are offered the opportunity to meet with teachers following receipt of their child's report.

In maintained schools, annual reports to parents/carers must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in:
 - The reception year; or

Where attendance should be reported, it should include:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- At the end of KS2:
 - Outcomes of statutory National Curriculum teacher assessments in English writing and science
 - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
 - Where appropriate, a statement explaining why any National Curriculum test has not been taken
 - Comparative information about the attainment of pupils of the same age in the school and, in the core subjects, pupils of the same age nationally

We operate an 'open door' policy for any parents who wish to come and discuss the progress of their child at any point during the year. We will also seek to meet with parents regularly if we have concerns over the progress of individual pupils.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. BSquared assessment materials are used to make assessments where pupils are working below the ARE for their year group.

8. Training

All staff receive regular training on in-school assessment procedures and updates to current practice. New staff to the school receive training as part of their induction and have the opportunity to work alongside colleagues to clarify the day to day operation of assessment.

Staff attend local authority training on both statutory and non-statutory assessment procedures and the SLT attend LA briefings to ensure they are kept fully up to date with changes to assessment and the most up to date practice and thinking.

The Headteacher has the responsibility for CPD across the school.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every year by the SLT and the governors. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The SLT and the Headteacher are responsible for ensuring that the policy is followed.

The SLT and the Headteacher will monitor the effectiveness of assessment practices across the school, through:

- Book scrutinies
- Moderation exercises – both in school and across schools
- Pupil Progress Meetings
- Lesson observations and monitoring of the quality of teaching across the school
- Professional discussions with teaching staff
- Discussions with pupils and collection of ‘pupil voice’

11. Links with other policies

This assessment policy is linked to:

- Marking and Feedback policy
- Early Years Foundation Stage policy and procedures
- Subject specific policies
- Equality information
- SEND policy