

The Bellbird Primary School



Assessment Policy

March 22

(To be reviewed March 2024)

Introduction

This Policy outlines the purpose, aims, nature and management of assessment at The Bellbird Primary School. Alongside the introduction of the new National Curriculum, levels were removed for all year groups. At the end of KS1 and KS2 children will be graded against the expected standard. We use a 6 point system for all year groups (to include expected standard and mastery).

Aims

The primary purpose of assessment is to understand where children are currently in their learning and use this knowledge to help move them forward. Assessment within the school should be a tool to improve children's educational attainment and to inform and improve teaching. Assessment may be summative, formative or diagnostic. It will be an ongoing process with dialogue between children, and teachers. Children should be aware of their targets and the next steps they need to take in their learning. Assessment is also undertaken as part of the school's accountability to inform parents, Governors, the next teacher and other interested agencies of individual children as well as whole school progress.

Key Principles of Assessment

Assessment must be 'meaningful, manageable, and motivating.'

Improving learning through assessment depends on 5 Key factors:

- The provision of effective feedback to children
- The active involvement of children in their learning
- Adjusting teaching to take account of the results of assessment
- A recognition of the profound influence assessment has on the motivation and self-esteem of children
- The need for children to be able to assess themselves and understand how to improve

In practice this translates to:

- Sharing learning objectives
- Defining success criteria
- Appropriate questioning
- Self and peer evaluation
- Effective feedback
- Raising children's self-esteem

Coordination of Assessment

- Assessment lead works closely with the Head teachers as well as the Senior Leadership Team (Phase Leaders and SENCO) to ensure progress is monitored closely throughout the school.
- Reports are regularly presented to Governors to highlight attainment and progress.
- Each teacher will be responsible for the systematic and continuous assessment of each child in all areas.
- The Head teachers and Assessment Leader will be responsible for ensuring assessment is carried out and used effectively.

How do we assess children at The Bellbird?

We believe that assessment should draw upon a whole range of evidence to ensure that we gain a holistic 'picture' of the child. We value the importance of children acquiring skills and understanding which they can then apply to all areas of life and our assessment strategies reflect this. However, we also realise that there is a place for 'tests' which tend to assess knowledge rather than skills and understanding.

Summative Assessment

What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

Strategy	Purpose
<p>Statutory Assessments: Children are statutorily assessed at the end of Key Stage One (Y2) and Key Stage Two (Y6). Year 1 children take a phonics check. Year 4 children will sit the new MTC in June 2022.</p>	<p>To provide a summative on entry and end of key stage attainment result. It is a national yardstick against which to compare children's performance.</p>
<p>National Non-Statutory Tests: Commercially Produced Tests (e.g. NFER): Externally produced tests, purchased by schools, to be voluntarily administered. White Rose maths scheme of learning- end of unit and end of term assessments.</p>	<p>To provide an opportunity for schools to keep track of children's progress and teacher's expectations, and to enable schools to monitor progress through summative means at different points in the key stage. We currently use NFER tests in Reading, Mathematics and GPS at the end of Y3, 4 and 5.</p>
<p>Statutory Baseline Assessments: In autumn 2020, a new national reception baseline assessment was introduced.</p> <p>The EYFS profile assessment is carried out in the final term of the year in which a child reaches age 5, and no later than June 2022.</p>	<p>To establish children's abilities at the beginning of FS, so that subsequent progress in achievement can be compared with, and measured against, expected norms. The baseline assessment can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual children. The EYFS profile summarises and describes children's attainment at the end of EYFS. It gives:</p> <ul style="list-style-type: none"> • the child's attainment in relation to the 17 early learning goal (ELG) descriptors • a short narrative describing the child's 3 characteristics of effective learning <p>Teachers' assessments are primarily based on observing a child's daily activities and the learning that they demonstrate spontaneously, independently and consistently in a range of contexts .Accurate assessment takes into account a range of perspectives including those of the child, parents and other adults who have significant interactions with the child.</p> <p>Teachers judge whether a child's learning:</p> <ul style="list-style-type: none"> • meets the level expected at the end of the EYFS • exceeds that level • is best described as 'emerging'
<p>Mid-Year Teacher Assessments: In the autumn, spring and summer terms optional tests (NFER and White Rose) are used in mathematics, reading and GPS to inform teacher assessments. Teachers can also administer end of unit assessments <u>after completing topics in maths.</u></p>	<p>Schools use these to make the End of Key Stage assessment easier and to monitor progress during the year. We use a 6 point system on Target Tracker to identify a child's attainment and to measure progress in line with end of year <u>learning objectives</u></p>

<p>End-of-Year Teacher Assessments: Teacher assessments are made for children in all year groups at the end of Y1, 2, 3, 4, 5 and 6. Year group expectations and NFER optional tests are used to inform teacher assessments in Reading, Writing, Mathematics, GPS and Science in Y3-5.</p>	<p>To provide information to parents and to the next year's teaching team.</p>
<p>Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).</p>	<p>To improve children's skills and establish what they have remembered or learnt so far.</p>
<p>End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide on each child's attainment in the core subjects (English, Maths and Science), using SATs and end of Key Stage expectations to make their judgements.</p>	<p>To provide information to parents and next phases of education.</p>
<p>Moderation-internal and cluster</p>	<p>Teachers take part in cluster and internal moderation of reading, writing and maths to ensure consistency across year groups and schools. Moderation between year group classes takes place on a regular basis, particularly prior to data drops.</p>
<p>Reporting</p>	<p>All staff follow the principle that parents should be informed if their child is giving cause for concern in any area. Teachers and parents work together to deal promptly with any problems. Parent consultations are held during each term and provide an opportunity for teachers to share the progress and achievements of the children with their parents and also to allow parents to meet with the class teacher in an informal way to discuss their child's progress and to review targets. Parents can meet more formally and privately if they wish, by arrangement with the class teacher.</p> <p>The spring term report provides parents and teachers with information about a child's progress and attainment. Reports:</p> <ul style="list-style-type: none"> • are jargon free and informative; • cover children's attainment, not coverage of the curriculum; • provide information about children's progress and attainment; • are positive, but suggest areas for improvement – targets; • indicate how parents can help their child's future progress. • give a target in core subjects <p>Teachers send a second summary report out at the end of the school year which identifies the levels a child has achieved.</p>

Formative Assessment through Responsive Teaching

What is it?

Responsive teaching blends planning and teaching, based on an understanding of how students learn from cognitive science, with formative assessment to identify what students have learned and adapt accordingly.

Responsive teachers assess pupils learning at the end of each lesson and respond accordingly.

Responsive teaching is:

1. Setting clear goals and planning learning carefully
2. Identifying what students have understood and where they are struggling
3. Responding- adapting our teaching to support pupils to do better.

Strategy	Purpose
<p>Planning: We cannot respond to pupil learning until we are sure what matters most. Planning must be specific and knowledge-focused, should connect ideas and be shaped around units rather than lessons.</p> <p>We must convert our 'general ambitions' for our pupils into specific goals and design repeated opportunities to meet these goals.</p> <p>.</p>	<p>Medium and weekly short-term plans for English, maths, science and foundation subjects specify what pupils are to learn, focusing on the most powerful knowledge and crucial vocabulary.</p> <p>We plan for units (sequences of lessons) not one off lessons.</p> <p>Our bespoke curriculum is designed for progression, repetition and coherence within the units of learning. Connections between ideas (horizon knowledge) have been clearly identified.</p> <p>Weekly reading, writing and maths distance marking sheets feed into the planning, identifying class misconceptions as well as further support needed for individuals. They also highlight those children whose work can be 'praised and shared' as WAGOLs (What A Good One Looks Like).</p>
<p>Sharing learning intentions with children and defining success criteria: Children know and understand the learning objective for every task and know what the success criteria are.</p>	<p>Ensures that children are focused on the purpose of each task, encourages child involvement and comment on their own learning; keeps teachers clear about learning intentions.</p>
<p>Appropriate questioning: Questions promote learning and stimulate thinking. Teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning.</p>	<p>Good questions from teachers:</p> <ul style="list-style-type: none"> • stimulate thinking, and often generate more questions to clarify understanding • generate informative responses often revealing not only misconceptions and misunderstanding, but understanding and experience beyond that expected; • encourage learners to make links; • push learners to the limit of their understanding <p>Good questions from pupils:</p> <ul style="list-style-type: none"> • push teachers to the limits of their understanding too, and challenge

	<p>them to find better ways of explaining</p> <ul style="list-style-type: none"> • offer opportunities for learners to hear others' answers to questions • helps them to reflect on their own understanding.
<p>Children self-evaluation and peer evaluation: Children are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning intention (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	<p>Empowers each child to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – from the children's perspective.</p>
<p>Feedback: Targeted marking (economy of language) Responsive teachers provide pupils with clear feedback tailored to what they need to improve, in a sustainable way. Feedback must reflect the learning intentions of the task to be useful and provide an ongoing record; can be oral or written (see Marking and Feedback policy) Over a handful of lessons, pupils may receive verbal feedback, targeted marking and feedback addressed to the whole class. Individual feedback may be supplemented by revisiting work as a group. Children are provided with 'WAGOLLS' of good examples (What A Good One Looks Like).</p>	<p>Tracks progress diagnostically, informs the children of successes and weaknesses and provides clear strategies for improvement.</p> <ul style="list-style-type: none"> • If LI achieved– teachers use a blue highlighter pen to tick against LI • If LI not achieved/ working towards – green highlighter tick against LI • Teacher indicates level of support a child has received with a green code Independent -I / Teacher assisted T/ Teaching assistant support TA
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing. Targets are set and shared with parents during the Autumn parent consultations.</p>	<p>Ensures children's motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p>Celebrating Achievement/raising self-esteem: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling children to achieve academic success more readily.</p>

The Governing Body has a responsibility to ensure that educational records are kept for individual children and that access to this record is given to those who are entitled to see it.

Appendix A

Use of Assessment Data to inform teaching and learning

All formal data, including SATs results, optional NFER tests and Teacher Assessments will be recorded using Target Tracker. This is a software assessment package. It is the responsibility of the class teacher to use the data to inform planning and teaching. Teachers use Target Tracker to set targets for an academic year, to review those targets in subsequent data drops, and share them with parents and children as appropriate.

Teachers work together in their year groups to analyse the data and identify pupil focus groups.

Appendix B

Year Group Review Mornings

Rather than a series of individual observations or occasional book looks, SLT spend a morning in a single year group observing teaching and learning, reflecting and exploring 'lines of enquiry'. The focus is on supporting improvement rather than making judgements. Two weeks before the review meeting, SLT send out a short survey asking staff for their opinions on what is working well in the year group at the moment, any areas that they feel might be weaker and any specific challenges or children that they would welcome support with.

Year group review mornings are held in the autumn term. The Head teacher, Deputy Head teachers (SENCO) and Phase Leaders review progress of individual and groups of children. Year group data is analysed prior to the review, and specific areas of interest are decided on. SLT undertake book scrutinies as part of the process. General feedback to year group teachers is given at the end of the morning. If necessary, individual feedback is also provided. The focus is on helpful development advice. In the spring term the focus shifts to the year groups SLT identify as needing further support.

Tracking Groups

ALL children are tracked throughout the year and are discussed at year group review mornings.

Focus groups include:

- Pupil Premium children
- SEND children
- EAL children
- Most Able children
- Boys

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Appendix A

Progress measures

Expected progress = 6 steps from Sum 2 to Sum 2

Poor progress < 6 steps from Sum 2 to Sum 2

Accelerated progress > 6 steps from Sum 2 to Sum 2

Summer 2 (end of previous year)	B	B+	W	W+	S	S+
Expected progress in Aut 2	B+	W	W+	S	B	B+
Number of steps since Sum 2	1	1	1	1	2	2
Expected progress in Spr 1	W	W+	S	B	B+	W
Number of steps since Sum 2	2	2	2	3	3	3
Expected progress in Spr 2	W+	S	B	B+	W	W+
Number of steps Since Sum 2	3	3	4	4	4	4
Expected progress in Sum 1	S	B	B+	W	W+	S
Number of steps since Sum 2	4	5	5	5	5	5
Expected progress in Sum 2	B	B+	W	W+	S	S+
Number of steps since Sum 2	6	6	6	6	6	6



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'Soaring to Success'

Mastery of the National Standard Working at Greater Depth (GDS)	Meeting all the statements for the National Standard and Mastery of the National Standard (100%)	Secure + S+ All GDS statements
At the National Standard Working at Expected Standard plus (EXS+)	Met all National Standard statements (100%) and some Mastery statements	Secure S All EXS statements + some GDS
Working at Expected Standard (EXS)	Meeting all the statements of the National Standard (100%)	Working within + W+ All EXS statements
Working Towards National Standard plus (WTS+)	Met Working Towards statements (100%) Not yet achieved all expected statements	Working within W Most EXS statements
Working towards National Standard (WTS+)	Meeting all of Working Towards Statements (100%)	Below + B+ Some EXS statements
		Below B Ready to start current year group
Working Below the National Standard (B)	Not meeting Working Towards statements	The appropriate level in a different year group (S, W+, W, B+, B – for the year group level that child is working at)

Year group review meetings – 2022
 Sheet to be completed by SLT



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Record of Review Morning

Class:	Year group:	Teacher/s:
Environment	Pupil Voice	Book look
Data		
Pupil premium pupils	Whole class	SEND
Feedback		