



Assessment Policy

Approved by SLT on:

23rd May 2023

Review Date:

Summer Term 2027

Barley Lane Primary School

Assessment Policy

We aim to **B**elieve in Ourselves, **L**earn together, **P**ersevere and **S**ucceed. In order to achieve this, and to achieve national standards for all of our children, we aim that our children:

- Communicate clearly and respectfully
- Have a good knowledge of the world and how history has impacted on this
- Develop cultural appreciation through rich and valuable experiences
- Show resilience, especially when faced with new situations

Our curriculum is underpinned by our five core values: Compassion, Honesty, Respect, Responsibility and Resilience. We aim to widen the life experiences for our children, with a particular focus on cultural and creative experiences. It is our intention that we provide regular opportunities for our children to visit different places of interest, experience the work of different international artists and to visit museums and places within their locality. These are designed to be memorable learning experiences which help to build character.

Intent

Assessment is a fundamental part of teaching and learning.

It helps teachers to:

- Identify a child's current level of attainment and therefore plan to meet their next stages in learning – this includes all levels of attainment including whether the child is identified as higher or lower attaining
- ensure children make good progress,
- set challenging targets to enable pupils to achieve mastery of what they are learning

Equal Opportunities

At Barley Lane we aim for all pupils to be the best that they can be and teachers strive to ensure this.

Implementation

The three main areas of assessment are:

Formative Assessment

Summative Assessment

Statutory Assessment (Standard Attainment Tests)

Formative Assessment

This is an ongoing process within every class, where teachers are making everyday assessments of children's achievements against the criteria of the 2014 National Curriculum.

Formative assessment is an integral part of teaching and informs the teacher as to the areas that need addressing before a pupil can make further development.

It includes quality feedback to the pupil and involves both the teacher and pupil in continual reflection and review of progress.

As a crucial part of formative assessment, marking at Barley Lane follows the school's marking and feedback policy. Feedback during the lesson is the most effective method of guiding children to develop in their learning. Common errors and misconceptions can be picked up by teachers and shared with all children during whole class teaching sessions, whilst certain children can be supported in their learning on a more individual basis. Regular pupil/teacher conferences will keep children focussed on their current targets.

Where pupils begin to fall behind, or show exceptional performance, this needs to be recorded and used to inform planning. It is essential that incidental teaching and interventions can support pupils who have not met the objectives so that gaps do not appear in their learning.

Formative assessment, through high quality teaching, should include:

- The teacher modelling examples of good work
- Giving verbal feedback to pupils during and after lessons
- Written feedback in relevant detailed marking
- Use of self-assessment for reviewing their own learning
- peer assessment for sharing ideas and evaluating other children's work
- Sharing the aims and learning objectives (WALT - We Are Learning To...and WILF – What I'm Looking For)
- Use of careful and reflective open, closed and investigative questions.
- Using a variety of assessment for learning (AfL) tools such as grading against the learning objective, self and peer-marking etc.

Summative Assessment

In each year group, teachers use assessment tasks to help inform their judgement of each child, where necessary. These tasks are created by the teachers to assess specific objectives. Practise papers may be used throughout the year for Phonics in Year 1 and 2; SATs in Year 2; Multiplication Check in Year 4 and SATs in Year 6.

Reading tests will be carried out termly in years 1-5 to provide a basis for Teacher's judgement. This will be sourced through Rising Stars and past SATs papers.

Since the school follows the guidance of the Write Rose Maths Hub, half termly tests from this provider will be carried out to inform teacher's judgement. In addition, weekly arithmetic tests will be implemented during Year 3 and continued through the rest of KS2. These will be recorded at the back of the book in LKS2 and the front of the book in UKS2.

In the second half of the summer term, years 3, 4 & 5 will carry out a formal test within reading and maths that will be used to inform the teacher's overall judgement for each child's end of year assessment. Individual scores do not need to be shared with parents, but the overall assessed levels will be.

Statutory Assessments

SATs tests take place nationally at the end of Key Stage 1 and Key Stage 2. Results of these tests are reported nationally.

Key Stage 1 tests are used to inform the teacher's judgement and a rigorous moderation process takes place within the year group to finalise judgements. Teachers receive annual

training and opportunities to moderate with other schools locally. Teacher Assessments are reported to parents at the end of the year.

Key Stage 2 tests are externally marked, except for writing whereby teachers will moderate across the year group and have external opportunities for training and cross-school moderation. In reading and maths, children are awarded a raw score and a scaled score that will then be measured against the National Standard (which is a scaled score of 100). In writing, children receive a teacher assessment. These scores are communicated to parents towards the end of the summer term.

Foundation Stage

Children are assessed on entry to Nursery and Reception using the Development Matters document. They are assessed to show which age band they are working in. Baseline assessment is carried out within the first six weeks of entering Reception.

In Nursery the children are assessed initially in the prime areas of learning; Personal, Social and Emotional Development (PSED), Physical Development (PD) and Communication and Language (CL). They then continue to be assessed in these areas on a termly basis and are also assessed in the specific areas of Literacy (L), Maths (M), Understanding of the World (UW) and Expressive Arts and Design (EAD).

In Reception, the children are assessed in all areas of learning. At the end of the year, they are assessed using the Early Learning Goals (ELGs) in all areas of learning. Their progress is recorded as *Emerging or Expected* within the ELG. These assessments form the child's Foundation Stage Profile and the results are given to the local authority and information is shared with parents/carers and Year 1 teachers.

Year 1 Phonics tests are carried out in June. The passmark is adjusted each year. Any Year 2 children that did not pass in Year 1 will also re-do this test. Parents will be informed of their child's score and they will also be reported nationally.

Year 4 Multiplication Check will be carried out in June. Results will be shared with parents at the end of the year and will be reported nationally.

Targets

All children have a target sheet based on the TAF for their Year group in reading, writing and maths. This is updated weekly and colour coded according to the term that the target was achieved. Children need to know their targets so that they are aware of what they need to do to improve.

In reading, the targets are addressed through class reading sessions and individual reading with the teacher.

In writing, targets are addressed through any writing tasks completed throughout the week. This should include foundation subjects.

In maths, targets will be addressed through a range of lessons, especially where they are more general. For example, reasoning skills. Where targets are more specific, for example with fractions, they may be addressed in some lessons, but if they are not being specifically taught, then it could be through oral and mental starters and recorded in the back of their maths book.

Age-Related expectations

With the removal of National Curriculum levels, all children are aiming for Age Related Expectations. It is also the aim of the school to encourage learning at Greater Depth and therefore as many children as possible exceed the expectations.

In each subject (currently reading, writing, maths and science) in each year, from Year One to Year Six, teachers use assessment grids that list the learning objectives from the National Curriculum. When teachers are planning, they use the grids to inform them of where the next steps in teaching are required. When marking children's work, teachers are assessing how well the children achieved the objectives taught. This will be recorded on the assessment grid, which then informs the next planning cycle. At each checkpoint, teachers will state each child's attainment. This will follow the following criteria:

- **B** working well below the Age Related Expectation
- **WT** working towards Age Related Expectation
- **AE** on track to achieve Age Related Expectations
- **GD** working at a greater depth at Age Related Expectations

When making a judgement at each checkpoint on each child, teachers have to consider how well each child has met the objectives that they have taught so far. They are not judging children on the end of year expectations. The class assessment grids are instrumental in tracking the objectives that have been taught up until this point.

For children with SEND they will be assessed using the Engagement Model and using the Pre-Key Stage Standards. The system for recording this is currently under review and construction.

For all subjects

Daily

- The Learning Objective is shared at the beginning of each lesson and constantly referred to throughout the lesson. It should be visible throughout the whole lesson
- The WILF is written on the board so that children can have guidance with their work. Teachers may also print the WILF onto stickers for the children's books and can use this to mark and assess children's work
- The school's marking and feedback policy is used to support children in their development.

Weekly

- Following detailed marking, assessment grids are updated in each subject and planning is reviewed for the following week
- Planning involves a range of activities that meet the needs of all children, matched to the learning objective.
- Individual targets for reading, writing and maths are reviewed and updated.

Termly

- Assessment grids are updated in all subjects including the Foundation subjects with coverage and how well the children have achieved the objectives and at which level they currently sit.

Yearly

- Reports to parents; which will go to parents of children in Foundation Stage in June/July and Years 1 to 6 in February.

Impact

Tracking Data

There are currently 3 checkpoints (November, March and June):

Teachers input teacher assessment into the school's MIS (Scholarpack). This data can then be analysed in a variety of ways e.g. grouping children according to gender, ethnicity, age etc. A numerical tracking system is in place to track the progress of individual children. This is used by the data manager and Senior Leadership Team. Teachers currently are focussed on measuring progress in pupil's work.

Members of the Senior Leadership Team are given updated information following the checkpoints and this information forms part of the pupil progress meetings.

Pupil Progress Meetings

All teachers report progress of their pupils in a Pupil Progress meeting that follows each checkpoint. These are led by Year Group Leaders, Assistant Headteachers, Deputy Headteachers or the Headteacher.

The meetings are focussed on:

- The percentage of pupils currently achieving age related expectations in each subject
- Individual pupils that are making good progress or slow progress
- Groups of pupils that are making good progress or slow progress
- Tracking vulnerable children especially pupil premium children and children with SEND
- Progress of interventions
- Provision by the class teacher for closing the gaps and accelerating progress.
- Any other currently relevant issues

Teachers prepare for these meetings by identifying strengths and areas to develop. They bring examples of children's work and their assessment grids to the meetings so that evidence can also be discussed

Consistency in Assessment Standards

Assessment throughout the school is only effective when there is a shared whole school agreement and understanding of standards, expectations and pupil's achievements.

In order to develop this understanding of standards, teachers have regular moderation meetings during PPA and INSET time. These meetings provide opportunities for reflection and discussion of samples of pupil's work. Teachers use the National Curriculum to judge the children's work.

As part of the School's Partnership Group, we participate in cross school moderation when the opportunity arises.

Other linked policies:
Curriculum Policy
Marking and feedback policy