

Written: January 2016
Review Date: September 2020

Approved by Teaching Staff: September 2018
Approved by Governors: September 2018

Bradleys Both Community Primary School **Assessment Policy and Procedures**

Introduction

Assessment of children's achievement and progress is most important to everyone at Bradleys Both. We use summative and formative together to monitor, plan and review children's learning. We see continuous assessment throughout the year as being paramount to ensure that individual children achieve their potential and are supported as necessary.

Assessment in Early Years

All EYFS children will be assessed against the 'Development Matters' and Early Learning Goals for the EYs Profile. In the event a child has met the ELG then the National Curriculum age related expectations for Year 1 should be used to track and extend progress. It is essential that judgements made are made following the criteria and reflect the children's independent ability.

Evidence is collected through observation and discussion and these are recorded in children's learning journeys. Photographic evidence is also collected along with children's quotations. Along with any written work, these form the basis of ongoing teacher assessments in line with National expectations. Parents are encouraged to be part of the ongoing assessment process by sharing achievements and discussing progress regularly with the Class Teacher.

Data is collected half termly by the EYFS leader and shared with SLT who analyse progress.

Assessment in Key Stages 1 and 2

Life without Levels

From September 2015 the way schools assess children changed with the Government's decision to remove levels. Schools are now required to develop their own system around the new National Curriculum. Our school staff used guidance from two documents to develop this Bradleys Both Assessment procedure; Final Report of the Commission on Assessment without Levels (John McIntosh CBE September 2015) and Government Response: Commission on Assessment without Levels (Standards and Testing Agency September 2015). In addition school staff consulted with 'Statement on the interim recommendations of the Rochford Review (Diane Rochford December 2015) in reviewing our approach to assessment in the Autumn term.

At our school the teaching staff have worked alongside colleagues from other local schools. As a school team, we feel strongly that any new system evolves as it is used and have planned regular opportunities for staff to review this new procedure, our policy and practice throughout 2015-16.

Assessment Procedure

The Bradleys Both school team have decided to use a 7 point scale to track children's progress and achievement against their age related expectations for each year group, directly linked to the National Curriculum year group concepts.

Bradleys Both's 7 Point Assessment Scale

Working below age-typical expectations 1	Working within age-typical expectations 2	Working within age-typical expectations 3	Working within age-typical expectations 4	Achieved 5	Mastery 6	Exceptional 7
Not yet achieved age expected	Children achieving age expected for their age			Children exceeding age expected		

Every Year group will have its own 7 point scale which will be used to assess each child. The majority of children will work within points 2, 3, 4 and 5 as this is working at National Curriculum age expected.

The new assessment system will be used to track individual progress as well as our whole school progress. Point 5 'Achieved' is the age related expectation for each child by the end of each year.

We consider 'Sufficient Progress' is made when a child reaches the same point score in the new year that they ended in the previous year group e.g. at the end of Year 3 a child scores '5 Achieved' they then progress to score '5 Achieved' at the end of Year 4.

The fundamental elements of our assessment system:

- It is National Curriculum led
- Children are assessed against age expected achievements for their year group
- Assessment will be a combination of formative ongoing assessments made by the teacher in addition to summative testing used as a resource for checking achievement
- More able children have their breadth of use and understanding assessed
- Assessment directly informs future planning



The Great Pyramids or the Leaning Tower of Pisa ?

"At Bradleys Both, we want to build a pyramid of learning with a broad breadth of foundations which is built upon. It is important to secure the foundations which future learning will be built upon and not move onto higher level concepts too soon."



Annual Procedures

All children Year 1 to 6 will have their own progress tracked on individual age related expected grids for Maths, Writing, Reading and Science. These will be used continuously and updated as children meet concepts; however an average score for each subject will be collected and reported to SLT at the end of each half term. An overview of each year group is produced to show strengths, gaps, low achievement and areas of development as well as objectives met. This informs future planning of objectives and focus teaching points required.

Overview of Assessment Procedures.

September - Set up age expected year group assessment grids for all children

- Inset on use of Assessment grids
- Meet with previous teacher to review grids for Maths, Reading, Writing and Science
- Independent Writing to be assessed using assessment grids

October, December, February, April, June, July half term intervals:

- Reading, Writing, Maths and Science
- Monitoring
- Pupil Progress format completed by class teachers and returned to AH
- Pupil Progress meetings - Class teachers / SENDCo
- Set up interventions / monitoring of individuals.
- Parent Consultation Evening - end of year forecasts shared

May / June Assessment Week - in line with SATS Week

- Writing - independent pieces of writing (Optional SATS / SATS paper)
- Reading Comprehension (Optional SATS / SATS paper)
- Maths - (Optional SATS / SATS paper)
- Phonics Check - Year 1 (and any Year 2 required to sit again)
- Year 1 - formalised assessment
- Pupil Progress format completed by class teachers and returned to AH
- Pupil Progress meetings - Class teachers / SENDCo
- Set up interventions / monitoring of individuals.
- End of year data
- Early Years Foundation Stage Profiles completed and data submitted
- Individual children's End of Year Reports to parents.
- Parent Consultation Evening

July - end of year procedures

- Class teacher to meet with new class teacher for pupil progress hand over
- Offer to parents to discuss report with class teacher
- Hold transition meetings with secondary schools for Year 6 children

Monitoring Assessment

The Assessment Leader oversees teacher assessment each half term. This data informs performance management targets to ensure pupil progress is core to whole school improvement.

Following each half term assessment period the Assessment Leader will analyse class data and hold pupil progress meetings with Class Teachers to identify children who may require further intervention or support.

Work scrutinies carried out by all staff and SLT will monitor assessment of judgements and progress of children across year groups. Staff team and whole school moderation meetings will be held during the school year to moderate assessments and staff judgements. In addition our staff will work with colleagues from other local schools within the authority to moderate Judgements. Our school will participate in LA moderation reviews as required to ensure consistency across schools.

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Ongoing Assessment

Ongoing assessment of Writing

Each child will have a Writing Assessment book which will be used to collect a progressive portfolio of writing evidence. It is essential that this writing evidence is independent writing and should be annotated to show any support or guidance provided.

This work should:

- be dated
- have a clear learning intention recorded with it
- be used to assess against national curriculum objectives
- provide a range of genre
- be shared with children and parents
- planned ongoing evidence of writing through the curriculum
- writing be completed and assessed a minimum of a week (preferably 2 weeks) after teaching the unit of work, not completed in the week of the teaching.

Ongoing assessment of Reading

This will be carried out during individual and group reading sessions.

Focus should be given on developing comprehension and skills such as inference within activities. This may be done initially through verbal questioning about texts, but developed to written formats to gain practise in responding correctly.

Ongoing assessment of Maths

Children will have a Maths book / file to collect evidence of practice, practical investigations, photographs of practical achievements and using and applying tasks.

In Key Stage 2 the children are involved in a weekly Maths Problem Solving lesson where three classes are taught as 6 ability groups. Work from these lessons are evidenced in their Problem Solving work book and shared with class teachers to inform assessments.

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Targets

At Bradleys Both class teachers set end of year forecasts for individual children. These will be shared with parents in the Autumn term and used to track the children's progress during the year.

Class teachers work with children to set, agree and review individual targets to specifically target the children's next steps. We believe targets are an important part of planning learning around the children's needs, targeting progress for individual children and providing the children with ownership over their own learning.

We want targets to be part of our classroom ethos. They should be understood and shared with children, parents and staff. Targets will be planned into lessons to enable them to be evaluated and reviewed regularly.

Blue and green pen will be used as identified in the Marking Policy with achievements of targets noted in blue and next steps highlighted in green. Targets set should be dated and achievements dated when class teacher agrees they have been met.

Parents will be requested to share their child's targets with them and initial targets to show they understand and have been informed of the target. Early Doors and Parent's evenings are great opportunities for this to be done.

Class teachers may decide to have common class targets displayed and reminded during lessons. These may be reminders for example about use of punctuation.

Writing Targets

All children in Year 1 to Year 6 will be given National Curriculum year group objectives which will be used to highlight achievements and target next steps towards the next level. This should be available and used in all lessons where writing plays a part to ensure that targets towards writing are being considered at all opportunities. The KS2 children will be taught to refer to their target and understand their next step targets which they will be focusing on during written activities. Writing targets will be reviewed and set during planned sessions in Literacy.

Reading Targets

Reading targets will be reviewed and set during group reading sessions which will be planned into Literacy lessons.

Maths Targets

All children will have a maths target card stuck into their Maths book which will unfold. Maths targets will be focused around developing Number and Calculation which tend to be continuous throughout the children's learning. Maths targets will be set and reviewed during a planned session in Maths lessons.

KIRFs will be used with Early Years, Year 1 and Year 2 children as targets. The KS2 children will have multiplication tables set as targets, along with either concepts being taught for the term or concepts which need further reinforcement from previous learning which have been identified as areas for development.