



Headteacher: Mr. Martyn Taylor

Broadstone Hall Primary School

Broadstone Hall Rd South,

Heaton Chapel,

STOCKPORT,

BROADSTONE HALL PRIMARY SCHOOL CORE LEARNING VALUES



Assessment Policy

September 2022

Approved by Governors		Date: 01/09/2022
Last reviewed	Date: September 2022	
Next Review	Date: September 2023	

BHPS Core Learning Values

At Broadstone Hall Primary School, we teach our children to be independent, resilient, co-operative and confident learners.

- Independent learners: encourage children to have a curiosity for learning and to be self-motivated learners
- Resilient learners: able to keep going if they become stuck, learn and use different strategies when problem solving and edit and evaluate their work in order to improve it
- Co-operative learners: able to work together to share thoughts, solve problems and develop new ideas
- Confident learners: able to try out new ideas, problems and concepts without fear of failure (believe in themselves)

These values weave through our curriculum and form part of our everyday classroom practice.

In Assessment, the following practices teach our Core Learning Values.

Independence - children are encouraged to evaluate their own work against set criteria and identify areas of strength and areas to improve.

Resilience - children are given age-appropriate information about their achievement in relation to their own prior achievement.

Cooperation - children are given opportunities to work together in cooperative learning structures; building on each other's knowledge and skills in order to improve.

Confidence - children are able to try different strategies and approaches and evaluate their success in order to become more confident.

Rationale:

We believe that an effective assessment process is necessary to facilitate high quality teaching and learning. At BHPS we carry out regular assessment activities in order to provide children with feedback on their work, identify next steps and establish their current attainment.

In several year groups, there are statutory assessments which we carry out in line with the Department for Education regulations.

We give parents regular reports on their child's progress so that everyone is able to work together to raise standards for all children.

Aims:

The aims of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do
- to help our children understand what the next steps in their learning are in order to improve
- to encourage pupils to use self and peer assessment to help them decide how they need to improve
- to help teachers to set, and children to meet, achievable but challenging targets based on the national end of year expectations
- to develop a shared (pupils, staff and parents) understanding of what is expected in each year group

- to allow teachers to plan work that accurately reflects the needs of their pupils
- to provide parents with regular information that enables them to support their child's learning
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school

Statutory Assessments

In line with DfE requirements, children are assessed at the start and end of the Reception Year, Year Two and Year Six. In addition, Phonics Screening Test is carried out in Year One and a Multiplication Screening is taken in Year Four. All of the End of Year statutory assessments are reported to the Local Authority, DfE and are shared with parents.

At the start of the Reception Year, the school is required to carry out the Reception Baseline Assessment (RBA). This must take place within the first 6 weeks of a child joining Reception class. The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. This means that numerical scores for individual children are not known by either school, teachers, children and therefore parents and carers. The assessment will produce a series of statements about how the child performed on the day. There is no expected standard and children cannot pass or fail.

At the end of the Reception Year, all children are assessed against the Early Years Profile, which contains 17 statements, across 7 different areas of learning. Children's understanding, skills and attitudes are assessed against descriptions of what is expected by the end of the first statutory year in primary school. All assessments are made by observing children and making detailed records of their achievements.

At the end of Key Stage One (Year 2) children are assessed in reading, writing and maths. Children take tests in reading, spelling, grammar and maths and these are used to inform judgements about whether children are "Working towards age related expectations", "Meeting age related expectations" or have a "deepening understanding and mastery of the curriculum."

At the end of Key Stage Two (Year 6) children are assessed in reading, writing, maths and spelling and grammar. Children take tests in reading, spelling, grammar and maths and the results of these tests, along with evidence of independent writing, determine a child's attainment in relation to the Key Stage Two Program of Study.

In Year One children take the Phonics Screening Check to assess whether they have learnt key letters and sounds. The results of this check are used to demonstrate if a child has a key skill needed in order to be a successful reader. Children who have not met the required standard re-sit the test in Year Two.

In Year Four children take the Multiplication Screening Test to assess if key multiplication facts have been learnt and can quickly be recalled. The results of this check are used to demonstrate if a child has a key skill needed in order to be a successful mathematician.

All the above assessments are carried out with strict adherence to DfE protocol and are subject to moderation and monitoring processes. These processes are carried out by the Local Authority.

Parents are invited to meetings throughout the year which explain the statutory assessments in school and they are informed of the results of these assessments in their child's annual written report.

On-Going Assessment of Reading, Writing and Maths:

The school uses the **EDSM System** and our Core Skills Document to record and analyse all assessment data in reading, writing and maths from Y1 to Y6. This gives the school the capacity to analyse data and track the progress of pupils at points in the year. This data is shared with staff and governors each term to monitor progress of class and year groups.

Emerging, Developing, Secure, Mastered (EDSM):

At Broadstone Hall Primary School we use the EDSM System to collect assessment information through the SIMS program.

BHPS Core Skills for Reading, Writing and Maths are a combination of Key Performance Indicators (KPIs), statutory End of Key Stage descriptors and vital aspects a child must have in order to be secure in a subject eg a specific book banding colour for reading, phonics tracker. Assessments used are listed in **Appendix 1**.

As children are taught, assessment information is gathered through marking, questioning and small-scale assessments. Some Core Skills may be revisited throughout the year, but the judgement reached is whether the child is E, D, S or M at that moment in time, for that aspect.

At termly intervals, and at the start of the academic year, an overall judgement of E, D, S or M for Reading, Writing and Maths is reached in relation to the curriculum that has been taught so far. This is formally reported during Pupil Progress Meetings, with the Headteacher, Deputy Headteacher, SENDCo and other Senior Leaders.

Pupil Progress Meetings and The Raising Attainment Plan: (see appendix 2)

In preparation for Pupil Progress Meetings teachers collate all the information they have on a child's attainment and make a judgement of E, D, S or M for reading, writing and maths against the Core Skills.

These judgements are recorded centrally using the SIMS system and are accessible to relevant staff within school, eg Phase Leaders, SENCo, English and Maths Leaders.

At Pupil Progress Meetings teachers are asked to explain and discuss their judgements, whether a child is; on track to meet or exceed year group expectations (Secure or Mastered), whether they have the potential to meet year group expectations (Developing or Emerging) or whether they are working within a lower year group's expectations. If a child is not currently meeting their potential, then a plan of support is put in place. The support could include interventions, additional focus in class, homework support or challenge to reach greater depth and will be written as part of the meeting. The effectiveness of this action plan is then reviewed at the following Pupil Progress Meeting.

When a child is working within a lower year group's expectations then additional support, SENDCo and outside agency involvement will be reviewed and implemented as appropriate. When a child's attainment and progress is affected by attendance, home issues or other concerns appropriate action will be taken by the Family Liaison Worker or Designated Safeguarding Lead. Those children working significantly below their year group expectations will be placed on the class provision map

by the class teacher, or will have an individual support plan, and this will indicate what support or intervention they may receive to help them meet their required progress measures.

This process enables pupils to move further towards securing end of year expectations, or where this is not possible, enables further progress to be made, so narrowing the gap between their own and the class end of year expectations.

All classes will have four Pupil Progress Meetings, one at the beginning of the academic year and then termly after that. Some classes may have more meetings, in order to focus actions on making the best possible progress for all pupils.

Assessment in the Early Years Foundation Stage:

Assessment in the Early Years focuses on the seven areas of learning set out in the Early Learning Goals from the statutory framework published in 2022 by the Department for Education. In addition to the RBA, outlined above, pupils in Reception and Nursery are assessed on entry to school using teacher observations which contribute to an individual child's profile. The result of observations is recorded during Phase Meetings and discussed with other EYFS staff in order to plan for each child to progress, based on their interests and the next steps in their learning.

The Early Years Profiles are updated every term and recorded onto SIMS. The school has also written Core Skills for Reception which informs the judgement of whether a child has attained the Early Learning Goals in reading, writing, maths. This information is used on transition to Year 1.

As in all other year groups, Nursery and Reception follow the process above for Pupil Progress Meetings.

Planning for Assessment:

- We use our school's curriculum plan to guide our teaching. In this plan we set out details of what is to be taught to each year group and identify opportunities for assessment within each broad unit of work.
- We use the statutory requirements from each subject of the 2014 National Curriculum to support our teaching.
- We plan our lessons with clear learning objectives and success criteria which are based on the end of year expectations.
- Learning objectives and success criteria are shared with the pupils so that the teachers can make judgements on the children's progress over a lesson and the children can develop their understanding and attainment by accessing a higher level of challenge.
- Evidence of pupils' learning, from their work and their self-assessment, is used to plan for successive lessons linked to the end of year expectations.
- We use the end of year expectation statements from the 2014 National Curriculum, to assess against for each individual in reading, writing and maths.

Target Setting and Recording:

We set end of year targets for reading, writing and maths for all our classes in years 1 to 6 during September and record their progress during Pupil Progress Meetings.

At the end of each academic year, final data forms a major part of each pupil's report and is also passed forward to each pupil's new teacher.

End of year assessment data, recorded on SIMS EDSM, for each child, is analysed to set the whole school curricular targets for each academic year as part of the school improvement plan.

Moderation - Consistency and Quality:

Phase and subject leaders use their experience and collect evidence from pupils' work and comments to make judgements about the standards of the children's work across parallel classes and throughout the school.

We use staff meeting time, phase meetings and PPA time to moderate the work of pupils across parallel classes and between year groups to ensure consistency and progression in standards of attainment and the accuracy of assessment judgements throughout the school.

We undertake moderation exercises with other schools in our cluster to ensure consistency and accuracy of judgements for core subjects. We are also moderated by external moderators to ensure our judgments are accurate in line with local authority and national schools, as part of the local authority's moderation cycle.

Types of Assessment:

We use different methods to assess a child's learning. The type or method of assessment that we make varies from subject to subject and includes listening, observing, discussing, questioning, marking, checking, formative and summative assessments.

Foundation Subjects, Science and Computing Assessment:

Foundation Subjects, Science and Computing are assessed in a variety of ways, including through creative projects, quick quizzes, cooperative learning activities, (explaining what you have learnt), drama strategies, problem solving lessons. Children will build their skills, knowledge and understanding through a unit of work and have the chance to demonstrate them at the end of a unit in different ways, as outlined above.

Feedback to Pupils: (see Marking and Feedback Policy).

Assessment for Learning is the process of seeking and interpreting evidence for use by pupils and their teachers to decide what stage they have reached in their learning, where they need to go and how best to get there.

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We give verbal feedback to children on their work whenever possible and we usually do this when children are working during the lesson. Research shows that verbal feedback and guidance at the point of learning is the most effective type of feedback for improvement.

We give written feedback to children of all ages, but quite often, with younger children, these comments are not always aimed at the child, but for parents and teachers.

Written feedback is related to the learning objective and success criteria for a lesson. This is done to make it clear whether the lesson's objective has been met. If the objective has not been met, staff

make it clear why this is the case and identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work, about the feedback that they have been given. We allow time for pupils to reflect on any comments written on their work and to respond to the feedback that they have been given. We do this to ensure that the time teachers have spent marking really has an impact on the children's work.

Reporting to Parents:

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact school if they have any concerns about any aspects of their child's work.

Twice a year we offer parents the opportunity to meet their child's teacher to discuss their progress towards end of year expectations.....Core Skills

At the first meeting we review the targets and expected achievements that we have identified for their child. During the spring term, parents and children are given opportunities to review work and progress towards these targets.

In the summer term parents receive a written report on their child's progress through the year, with additional targets for future learning. Teachers write comments for all subjects; commenting on effort, achievement and coverage across the curriculum.

In reports for pupils in Reception and Years 1, 2, 4 and 6 details of the marks, scores and grades achieved in the national tests, teacher assessments and phonics tests, as appropriate, are included, in line with statutory requirements.

Children with an EHC Plan or working significantly below their year group's expectations, may have a report based upon their individualised Learning Journey, in order to indicate more clearly the steps they have made towards their individual learning targets.

Monitoring and Review:

The Headteacher and Assessment co-ordinator are responsible for monitoring the implementation of this policy.

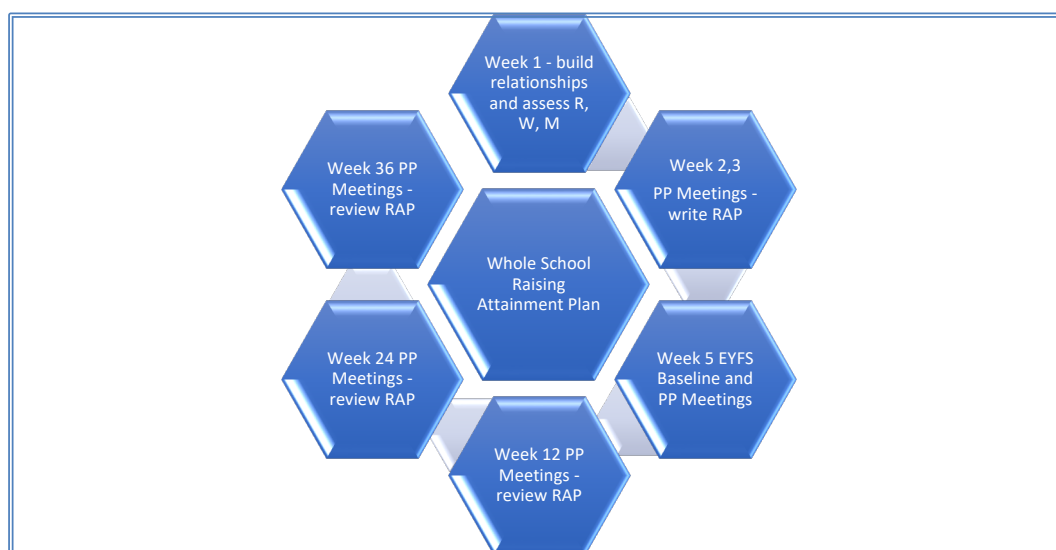
Policy updated	01.09.22	by: Jane Rogers
Governor signed off		
Review date	September 2023	

Appendix 1

Annual	Termly	Before and after units of work	Weekly
EYFS Baseline EYFS Profile	Benchmarked reading as needed on server	Monster Phonics	Spelling tests and dictation
Phonics Screening Check Y1 & 2	½ termly Rising Star reading comprehension	White Rose Assessments - maths	Number fact tests e.g. number bonds, times tables
KS1 SATS Maths, Reading, SPAG	Phonics KS1 assessment on server	Quiz, quick recall, vocabulary checks	Arithmetic tests
Multiplication Screening	White Rose Termly Assessment Papers		
KS2 SATS Maths, Reading, SPAG	EDSM Assessments RWM on server		
	NFER SPAG		

Appendix 2

Pupil Progress Meetings and the Raising Attainment Plan



Week 1: Teachers spend majority of time building relationships with children and carrying out small scale assessments.

- Focus on developing children from 5 column grids
- Reading - 1:1, benchmarking, reading comprehension
- Independent writing, spellings
- Maths - place value and addition and subtraction - WR assessment and activities, Testbase

Week 2, 3: Pupil Progress Meetings to discuss assessment information

- Write RAP (R, W, M and attendance / punctuality actions)
- Identify whole class concerns - eg punctuation, inverse relationships
- Identify support needed from subject leader eg advice re Guided Reading
- Identify children for additional teacher focus and how this will happen
- Identify children for possible intervention, additional teaching

Week 5: EYFS Baseline

- PP Meetings to discuss Baseline information in Nursey and Reception
- Identify whole class concerns - eg following instructions (CL)
- Identify support needed from subject leaders and SENDCo (early intervention)
- Identify children for additional teacher focus and how this will happen
- Identify children for possible intervention, additional teaching / experiences

Weeks 12, 24, 36: PP Meetings

- Review and update RAP
- Inform SENDCo actions and referrals to outside agencies
- Inform FLW actions for absence and punctuality

g Attainment in Year 3 Short Information: P, SEND	Reading - 56% Writing - 49% Maths - 52%
--	---

Focus:			
	Focus Curriculum Areas	Actions for whole cohort: (class teachers)	Actions by Subject Lead / Phase Leader, SLT
g	<ul style="list-style-type: none"> Reading Gem Focus - eg define - vocab building, synonyms and antonyms 	Additional weekly GR for focus children, vocab building working wall	GR modelled by Reading Lead - SH
g	<ul style="list-style-type: none"> h/w - letter formation of spelling for HFW Y2 list - 	Spelling - review of Y2 HFW - additional homework / parents evening	
	<ul style="list-style-type: none"> representing 3-digit numbers with concrete apparatus representing 3-digit numbers on a number line 	Concrete apparatus modelled explicitly with focus children	

g Attainment in Year 3exampleclass Short Information: P, SEND	Reading - 66% Writing - 29% Maths - 52%
--	---

Focus:			
	Focus Curriculum Areas / Characteristics of Focus	Actions for whole cohort: (class teachers)	Actions by Subject Lead / Phase Leader, SLT
g	<ul style="list-style-type: none"> Reading - Boys = 5/7 focus group 	Additional weekly GR - boy friendly text BRP -	GR modelled by Reading Lead - SH. Advice re to Intervention - JR
g	<ul style="list-style-type: none"> Editing process, red pen Y2 punctuation expectations - capitals, full stops, spaces 		GW - advice from Writing Lead - re self / per ed
	<ul style="list-style-type: none"> Using pv counters to represent 3-digit numbers 	Pre-teach - TA	Advice from Maths Lead