

# Assessment policy

Bucklesham Primary School



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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

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

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](#)

### 3. Principles of assessment

The principles that underpin assessment at Bucklesham Primary School are:

- Every child can achieve: teachers are constantly evaluating: ‘What do I need to do next, to enable all children in my class to achieve?’
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil’s attainment and progress is directly linked to the curriculum and evaluates pupils’ knowledge, skills and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress and to identify next steps in learning.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. Success Criteria are shared, or formulated, at the start of each session and pupils’ work

is assessed against these criteria.

- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

## 4. Assessment approaches

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

We use 3 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

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and thumbs up strategies etc to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals throughout the lesson and a plenary at the end to address misconceptions and develop metacognition.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Problem solving in maths to ensure understanding of basic concepts needed to solve these problems using reasoning to explain their answers.
- Observational assessment.
- Scanning work over a period of time for pupil attainment and progress.
- Self (or peer) assessment at the end of a lesson based on individual learning objectives and Success Criteria.
- Weekly spelling tests to ensure understanding of phonics and different spelling strategies
- 1:1 or group discussions with pupils.
- Next step marking and feedback where children are given time to act on their next steps and feedback(see Marking and Feedback Policy).

### 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
- › **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

At the end of every term, teachers carry out assessments on the children in their class (year 2-6). These assessments may include maths, spelling and grammar and reading comprehension tests which give a good indication of whether pupils are working below, towards, meeting or exceeding end of year government expectations. KS2 and Y2 use the PIXL reading tests which provide teachers with scaled scores which are then used to track progress. This Test Week is followed by a Pupil Progress Meeting whereby the class teacher, subject leaders and/or HeadTeacher meet to analyse the results and to plan appropriate targets and support for individual children. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information, the SLT and subject coordinators (Maths and English) carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan lessons or interventions in order to raise standards in any group identified as not making adequate progress.

Teacher assessment in writing and maths may also be moderated using other local schools in our FOSS – Family of Small Schools.

### 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) baseline assessment in the first 6 weeks of starting school and completing the EYFS profile at the end of reception
- › Phonics screening check in year 1
- › National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)
- › Multiplication Times Tables Check in Year 4

## 5. Collecting and using data

Teachers are responsible for collecting and collating their data. PIXL test scores are inputted in the spreadsheet provided and the Question Level Analysis received will show each child's understanding of each objective which are RED (red, amber or green) rated. This helps the teacher to decide on the next steps for each child and any whole class teaching priorities. This is stored on Onedrive in the Staff folder so that all staff can access it. These data points are spread throughout the year to ensure teacher workload is not overwhelmed.

## 6. Reporting to parents

Assessment data will be reported to parents through annual reports in the Summer term, and parents' evenings in the Autumn and Spring terms.

Annual reports to parents 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;
  - 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 KS1 and KS2:
  - Outcomes of statutory National Curriculum teacher assessments
  - Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
  - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2: required, KS1: if parents request)
  - A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

## 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. These children will be assessed against the year group's objectives they are working in, and whether they have achieved them or are working towards them. SEND children may be assessed using the 'B squared' assessment tool, identifying their small next steps that will form their next target.

We assess all children's emotional wellbeing using a resilience tracker which RAG rates them against statements and identifies children who may benefit from wellbeing and counselling interventions.

## 8. Training

Teachers are kept up to date with developments in assessment practice through Continuing Professional Development CPD courses and staff meetings, and they will be able to develop and improve their practice on a regular basis through moderation discussions with other teachers and the Headteacher or subject leaders. It is the responsibility of the Headteacher to ensure staff have access to CPD opportunities for assessment and that the staff stay abreast of current good practice.

## 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
- › Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

## 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
- › Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

## 9.3 Teachers

Teachers are responsible for:

- › Following the assessment procedures outlined in this policy
- › Being familiar with the standards for the subjects they teach
- › Keeping up to date with developments in assessment practice

## 10. Monitoring

This policy will be reviewed every 2 years by the Headteacher and Learning and Achievement Committee. At every review, the policy will be shared with the full governing board.

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

The Headteacher will monitor the effectiveness of assessment practices across the school, through moderation of teacher assessment, lesson observations, book scrutinies, pupil voice and pupil progress meetings.

## 11. Links with other policies

This assessment policy is linked to:

- › Curriculum policy
- › Early Years Foundation Stage policy and procedures
- › Marking and feedback policy