



Brierley Hill Primary School Assessment Policy

At Brierley Hill Primary School, we:

Wish all children to grow and develop into confident young people with respect for themselves and for each other, to have high aspirations and to achieve the very best that they can in all aspects of learning.

We aim to:

Enjoy Learning

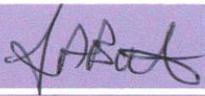
Work Together

Achieve Goals

Celebrate Success

"Every Child Achieves"

Approved by: The Governing-Body

12/10/23 

Last reviewed on: October 2023

Next review due by: September 2024



Assessment at Brierley Hill Primary School

Assessment at Brierley Hill Primary School is an integral part of teaching and learning. It lies at the heart of promoting pupil's education and applies to all pupils.

Key Principles for Assessment

Assessment is at the heart of our teaching and learning:

- Assessment for learning is used as our everyday practise
- It provides evidence to support further planning and identify pupils who require intervention and support
- It engages pupils to understand and review their own progress.

Assessment is fair:

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not always relevant to what the assessment intends to address, for example being helped reading a maths test.

Assessment is honest:

- Assessment outcomes are used in ways that minimise undesirable effects
- Outcomes are reported as required by the school and in a transparent way, so that pupils and parents can benefit from the process by understanding where the children is in their learning journey.

Assessment is ambitious:

- Assessments are placed in context against national criteria and expected standards
- Assessment clearly sets a pathway of expected progress and development for every child
- Assessment objectives set high expectations for learners.

Assessment is appropriate:

- The type of assessment used is appropriate to what needs to be assessed (the age and ability of the pupil)
- Assessment draws on a wide range of evidence to provide a complete picture of pupil achievement and progress
- Assessments should require no more procedures or records than are practically required to allow pupils, their teachers and parents, to plan future learning (including transition).

Assessment is consistent:

- Judgements are formed using whole school, common agreed language
- The outcomes of assessments are shared and are readily understandable by third parties (including governors, parents and staff)
- Our school's results are capable of comparison with other schools locally and nationally.

Assessments provide meaningful and understandable information for:

- Pupils in developing their learning
- Parents in supporting children with their learning (what do they do next?)
- Teachers and support staff in planning teaching and learning next steps
- School leaders and governors in planning and allocating resources
- Government and agents of the government.

Key Stage 1 and 2 Assessment Structure

Key Stage One and Key Stage Two assess how children are working against the key competencies for their current year group, for example, a Year 4 child will be assessed against the Year 4 curriculum. These key competencies have been devised taking into account the skills that each child needs to develop, the expected progression from previous year groups and how these skills are linked to prior learning. At the end of each topic, children will be assessed as to how well they have accessed and understood their year group content and given a judgement between 1 and 5. At the end of each term, the total judgement outcome will be taken; this will fall between 1 to 5 depending on the outcome of each topic.

The curriculum at Brierley Hill Primary is ambitious and expectations for each year group are high. Our approach to assessment is consistent throughout all subjects, ensuring that all stakeholders are informed and understand the key competencies, which are the foundation of our approach.

Key Competency Expectations

Novice – 1

The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.

Well below – Has significant difficulties in accessing the competencies.

Simple idea – 2

The pupil's response only focuses on one relevant aspect.

Below – Can access key competencies of the schema but need significant support to do so.

Relational idea – 3

The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.

Emerging – Started to unlock key competencies of the schema but not yet secure. Support can be required.

Multiple Links – 4

The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topics.

Secure – Securely unlocked the key competencies of the schema. No support is required.

Expert understanding – 5

The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.

Mastered – Can apply the competencies of the schema with fluency in different contexts.

Summative Assessment – a snapshot of what children can do at any given time.

- Children are assessed at the end of each topic against the key competencies for the unit; children will be given a grade 1-5 depending on understanding and support required.
- At the end of each term, a total judgment average will be calculated to show how the key competencies have been achieved over many topics; this will produce a total between 1 and 5.
- Pupils are formally assessed in English and Maths at three points in the year, end of Autumn 2, end of Spring 2 and end of Summer 2.
- Staff use test base assessments in English reading, SPAG, Spelling, Maths Arithmetic and Reasoning.
- The results from these are inputted into test base and analysed to assess gaps in knowledge for individuals and groups.
- Staff use standardised criteria to assess writing, in house and external moderation to take part to ensure consistency.
- Children's attainment and progress to be tracked by class teacher, assessment co-ordinator and SLT.
- Pupils who are identified as not progressing through the key competencies are given additional support.
- Progress and attainment to then be reported to governors and parents.

Formative assessment – day to day on going assessment that informs staff and moves learning forward.

Formative assessment is implemented by teachers and teaching assistants every day. During lessons children are assessed in many ways so that understanding can be checked. We do this in many ways:

- Marking with a double tick to show when something is really good
- . to show children that there is an error for them to correct
- Children to be made aware of next steps to allow them to move forward
- Allowing children time to reflect on corrections
- Recap previous learning at start of each lesson
- Adult observations of children's responses
- Effective questioning and challenging of children's responses
- Continuous feedback during lessons
- Self and peer assessment.

Both formative and summative assessments are used to inform the overall teacher judgements against the key competencies.

How do we make sure our judgements are correct and in line with age expected?

Phase group and whole school moderation takes place in staff meetings to standardise judgements.

External moderation sessions take place with local schools.

Formal, local authority moderation occurs every three years in foundation stage and every 4 years in Key Stage 2. The DfE is responsible for selecting which schools will be moderated in Key Stage two.

How we track progress between Year groups.

Within the key competencies, pathways have been created in order to ensure there are clear links and progression between Year groups in all subjects.

Early Years Foundation Stage (EYFS)

Children in the Foundation Stage are assessed against the age bands in the Early Years Outcomes document throughout Nursery and Reception, in three prime areas of: Communication and Language, Physical Development and Personal, Social and Emotional Development, as well as four specific areas of Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. Children are then judged to be working within an age band: birth to 3, 3 and 4-year-olds and children in reception.

At the end of reception, the children achieve a judgement against the Early Years Outcomes across 7 areas. Planned learning opportunities are drawn from the development matters document and identified within the weekly observation focus.

The children in EYFS are made aware of their next steps of learning through verbal feedback during activities and small group work. The language and depth of discussion is altered to account for the wide range of ages and abilities.

Nursery

On entry to Nursery, children are given a settling in period of six weeks where staff make their judgements as to whether children are acting 'typically' for their age. We then track their progress at three assessment points throughout the school year. Children are expected to enter into Nursery as secure in the band 3 and 4 year-olds. Children who join our time for 2's Nursery are expected to enter in the age band, birth to 3. Staff use the data and knowledge of the children to inform their planning in order to help children achieve their next steps.

2-year-old progress checks

As we have children in our afternoon nursery who are 2 years old, we have an obligation to provide a short written summary for children between the ages of 24 and 36 months old. The progress check concentrates on the three prime areas of learning and development. This information is shared with parents who also contribute to the progress check. It allows us to identify which children need additional support.

Reception

If children have attended our nursery, then we continue to use our tracking sheet, started in Nursery, to assess the children's progress. Staff from Nursery and Reception moderate the judgements together so that Reception staff have an awareness of where the children are operating. It also ensures that all staff have a shared understanding and their judgements are accurate. This information is then used by Reception staff to inform their planning. In Reception typical progress is three age bands from point of entry, however we expect children to make accelerated progress to ensure that they achieve their Early Learning Goals.

For children who are new to our reception, we liaise with previous settings to discuss where the children are at, however they have not always been to nursery before. Staff use the reception baseline assessment to assess all children within 6 weeks of them entering reception.

National Expectations

Development Bands

- Birth to 3
- 3 and 4-year-olds
- Children in reception

On entry to Reception, it is expected that the majority of children will be working within the 'children in reception' development band.

By the end of the year, the national expectation is that children will be working at a good level of development, based on the Early Learning Goals. Children will be judged as having a good level

of development if they achieve at least the expected level in the three prime areas of learning and in Literacy and Mathematics.

Baseline

Every child will be assessed against the reception baseline within 6 weeks of starting Reception.

Roles and Responsibilities

Teacher's and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning and progress. The outcomes of teacher's assessments are reported to the Assessment Coordinator. These outcomes will be shared with children and parents.

The Assessment Coordinator is responsible for ensuring that:

- Each class teacher is aware of the performance of individuals and vulnerable groups
- Summative assessment tasks are carried out and the resultant data is collated
- All staff are familiar with current Assessment policy and practice
- The policy is maintained and updated.

The Headteacher and Assessment Coordinator are jointly responsible for:

- Ensuring that accurate assessments are generated, this may include sampling pupils work and observing classroom practice
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

- Holding teachers to account for the progress individual pupils make towards end of year targets

Subject leaders are responsible for:

- Ensuring all staff are familiar with the assessment policy, practice and offer guidance for their particular subject
- Monitoring standards in their subjects according to assessment criteria set out in the Pathways.

Data Collection

Data is collected at 3 points in the year, Autumn 2, Spring 2 and Summer 2. It is then analysed by the Assessment Coordinator and the SLT. Data is then shared with Key Stage Leaders, English and Maths coordinator.

Teachers attend pupil progress meetings held by SLT, where individual pupil data is discussed and targets are set for the next assessment periods. Governors are also invited to attend these meetings.

Statutory Duties

The school follows the Government requirements for each Key Stage as outlined in the Assessment Reporting and Arrangements documents, which are published by the DfE annually.

Governance

All Governors will read and agree this policy. This will give them a detailed understanding of the assessment system that we use in school and the data that this generates. They are responsible for challenging school leaders on the quality and outcomes of the data to ensure that children are meeting the required standards at the end of each key stage and are making at least expected progress towards these standards in each year group.