



Berrycoombe primary School

Revised February 2021

BERRYCOOMBE PRIMARY SCHOOL ASSESSMENT POLICY

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
- A key aim of Berrycoombe Primary School is that every child will achieve his or her full potential. We believe that this will be accomplished through a close partnership with parents, pupils taking responsibility for their own learning, and highly motivated, highly skilled staff.

Purpose

The purpose of assessment is to help pupils know what they are doing well and what they need to do to improve. The knowledge gained will be used to inform teaching and to direct learning.

Principles of assessment

To ensure that:

- assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- high quality teaching is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment supports informative and productive conversations with staff, children and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- assessment is inclusive of all abilities
- a range of assessments are used 'day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment



Assessment approaches

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

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, 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

A range of day-to-day formative assessments will be used including, for example:

- Questioning
- Written and verbal feedback of children's work
- Live marking
- Observations
- Pupil targets

In-school summative assessment

Effective in-school summative assessment enables:

- **Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- **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

Children at Berrycoombe Primary School are assessed regularly 3 times a year at the end of every term and progress and attainment data is recorded on the assessment system 'Target Tracker'. Teacher Judgements on Target Tracker for Reading, Writing and Maths will relate to the National Curriculum age related expectations and will state where the child is working at in relation to these expectations. These assessments are used to monitor the



performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment. Test materials are used at the end of the academic year to support teachers with making accurate teacher assessment judgements. We currently use the Rising Stars tests and YR2 and YR6 use previous SATS national standards test papers.

A range of in-school summative assessments will be used including, for example,

- End of year tests
- Short end of topic or unit tests
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on Target Tracker relating to the National Curriculum age related expectations

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) profile at the end of the Reception year
- Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

Reporting to parents

Parents are given the opportunity to meet with teachers whenever the need arises. Parent Teacher consultation meetings are held twice a year in the Autumn and Spring terms.

Annual reports to parents include:

- Teacher judgements on effort, attainment and progress.
- Brief comment on strengths in other curriculum areas
- The pupil's learning skills with regards to BLP.
- The pupil's attendance record, which will include the total number of possible attendances for that child in half days and the actual attendance in half days and as a percentage.
- A judgement on their behaviour in school



- A detailed comment on their personal social development
- The results of national statutory assessments (YR6 and Year 2)

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.

Roles and responsibilities

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

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

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy



COVID

Due to the lockdown at the end of the academic year 2019-2020 children had a 4 week recovery curriculum at the start of the academic year 2020-2021. Summative tests were then carried out for the previous academic year (e.g a YR 5 child did a Test C Year 4) and these judgements formed our baseline assessment for the new academic year.

Parents teacher consultations were carried out in the Autumn Term via telephone.