



Birkdale Primary School

Assessment Policy 2021- 2023

"Attainment through Caring, Challenge & Creativity"

This policy is written in line with all subject based policies, Early Years Policy and the Marking and Feedback Policy.

Purposes of Assessment

Assessment lies at the heart of the process of promoting children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress. We aim to ensure that assessment of pupils' progress celebrates success. At Birkdale Primary School assessment is part of our teaching strategies to identify areas for development, track progress and inform planning.

At Birkdale Primary School we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this. This includes:

- Teacher marking and feedback
- Observations
- Group Work
- Weekly Tests/ quizzes
- Formal Summative Assessments (including National Tests)

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Regular reporting throughout the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

Aims of Assessment

- For children to demonstrate what they know, understand and can do in their work
- To help children understand how well they are doing and what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of the children
- To track the attainment and progress of individual pupils, groups and cohorts of pupils
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress
- To provide the Headteacher and SLT with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths

and weaknesses in the curriculum, utilising this information to inform school improvement planning

- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area
- To provide governors with information on the school's performance to aid their monitoring procedures
- To provide parents with information regarding their child's progress to enable them to support their child's learning at home.

Process



Formative Assessment

We believe that thorough formative assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. Formative assessment allows staff to regularly monitor pupil's learning, provide relevant ongoing feedback and adapt teaching as required.

We endeavour to achieve this by:-

- Informing pupils of the learning objectives (WALTs- *We are learning to...*)
- Questioning throughout the lesson in order to judge pupil understanding
- Providing regular opportunities to review learning throughout the lesson
- Involving the children in peer and self assessment - e.g. peer assessment of extended writing
- Setting pupil targets which help them to take responsibility for their own learning
- Assessment opportunities planned against the learning objectives to be used in lessons such as use of questioning, Big Maths, Beat that, arithmetic tests, quizzes etc...
- Displays which celebrate achievement and progress
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil
- Focused marking using learning objectives in line with the school's marking policy
- Using assessments and feedback from marking to inform the next stages of learning and planning
- Observations by teachers and teaching assistants
- Pupils involved in self and peer assessment of work

- Plenaries/ end of session discussions used to review learning against the learning objective

Summative Assessment

Summative assessments are used at the end of a block/topic or at the end of the year. Assessments of pupils' achievements and progress are carried out in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support. Summative assessment data is additionally used to set targets for future progress and provides the focus of discussions in pupil progress meetings.

Assessment in the Early Years

When children enter our Nursery and Reception, they are observed by our professional teaching staff through their play and individual or group activities. Once enough information has been gathered about the children and they have settled in to school, staff are then able to complete their baseline assessment. The baseline assessment enables the staff to gain an understanding of the starting points for every child, particularly in the prime areas of learning and Mathematics and Literacy. Judgements are supported using the developmental milestones as guidance from the Development Matters 2020. For those children in our Reception year, they also complete a statutory NFER baseline assessment. All baseline assessments are completed within the first 6 weeks of a child starting the setting.

For children in Nursery and Reception, they each have their own Early Years Foundation Stage Profile (EYFSP). Evidence of children's learning and progress is collated and formally documented in February and at the end of the summer term. Parental knowledge about the child is also used to support the documentation of the profile whether this be through informal discussion or home school links. Children are assessed against the 7 areas of learning, 17 Early Learning Goal descriptors in total. This assessment is then analysed by the assessment leaders so that the nursery and reception teachers can then make a formal judgement as to whether individual children are 'working towards' or 'working within' the expected level of development as planned within our school curriculum and our progression of knowledge and skills document. Staff then plan and deliver keep up sessions to ensure that progress is made.

Staff make daily ongoing judgements about each child's progress in learning and as a result, plan the curriculum accordingly so that children continue to make progress. Evidence of assessment will be in the form of lesson observations, group evaluations, photographic evidence documented in their work books, displays and the class floor book.

Children in Reception are formally assessed in phonics every 6 weeks using the assessment from 'Little Wandle Letters and Sounds Revised' and in PE using end of term units from Getset4PE.

Statutory Assessment

Reception: At the end of the Reception year, the school reports the end of year Foundation Stage Profile scores to the Local Authority. This describes the children's attainment at the end of the EYFS and is used as a starting point for transition in to Year 1. Transition meeting are at the end of the summer term for those children who are moving up to Reception and year 1. Internal and external moderations take place throughout the year. This allows the nursery and reception teachers time to agree assessment judgements with each other informally. LA moderation leaders attend the external moderation cluster meeting to provide support for staff in making those judgements.

KS1 (Year 1): Phonics screening takes place in June and is carried out and marked by the pupil's class teacher in a familiar setting and results are sent to the local authority.

KS1 (Year 2): End of Key Stage National Assessments (SATs) in reading, grammar, punctuation and spelling and maths occur throughout the month of May. These tests are taken in school in a familiar setting and are marked internally. Moderation can occur by the local authority.

For some children in Year 2, the Phonics Screening will be repeated.

KS2 (Year 4): Multiplication Tables Check takes place in June. This test is completed with a familiar adult.

KS2 (Year 6): End of Key Stage National Curriculum Assessment (SATs) in reading, grammar, punctuation and spelling and maths occur during a week in May as designated by the Government. These tests are taken in school and are marked externally. Writing is marked internally and moderation by the local authority can occur.

Assessment tracking

SIMS assessment is used to collate all school assessment data. Staff input their pupil's data to say where each pupil is working in relation to the end of year expected outcomes. Data is expressed as the following:

.1	Working towards the end of year expected outcomes	Emerging
.2	Working towards the end of year expected outcomes	
.3	Working within/ at the end of year expected outcomes	Expected
.4	Working within/ at the end of year expected outcomes	
.5	Working above the end of year expected outcomes	Exceeding

The two assessment leads analyse the data three times a year and provide feedback to the head teacher, SLT and all staff. Staff are provided with all the data relevant to their year groups and are requested to provide information to demonstrate how those pupils not meeting end of year expectations are being supported. The SENCo then uses this information to plan further interventions.

Moderation

- As a two-form entry school, staff work within and across year groups and phases on the moderation of reading, writing and maths to ensure that all teachers have a shared understanding of assessment practices

- Assessment moderation is also carried out by subject leaders with the Core SLT in order to ensure consistency and progress
- The local authority may carry out moderation in years 2 and 6.

Pupil Progress Meetings

- These are held annually and are attended by the class teacher, the Headteacher and/or Deputy Headteachers and a member/s of the Governing body
- The focus of the pupil progress meetings is:-
 - to discuss attainment and progress within the class using the assessment tracking data
 - to set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

Inclusion

- Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils
- We achieve educational inclusion by continually reviewing what we do, by monitoring data and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs (also see SEND policy)
- In addition to general SEND assessments, any children identified with any specific learning difficulties (through teacher discussion, ongoing assessment and/or KS1 SATs analysis), will be raised with the school SENCO and additional intervention put in place. Further assessments may be conducted by the SENCO or referred to external agencies as required.

Transition

- If a pupil changes school, information is sent through the Common Transfer File (CTF)
- Staff hold transition meetings in the summer term to discuss progress, achievement and individual needs of pupils moving to their class in the next academic year
- Year 6 staff provide detailed information to the secondary schools by written forms and/or face-to-face meetings.

Reporting to parents

Reports to parents are given verbally at parents' evenings twice a year. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child.

They inform parents of: -

- How their child is performing in relation to their achievements compared to national age related expectations for their year group
- Their child's strengths and particular achievements
- Areas of development and improvement
- How they can help
- Whether the child is happy, settled and behaving well.

An open afternoon is held at the end of the year to enable parents to discuss their report further with the class teacher, should they wish to. In addition, meetings with parents to discuss their child's progress may be arranged at a mutually convenient time throughout the year.

Policy updated: 2021

Policy to be reviewed: 2023