Assessment Policy

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: V SIMMONS

2022 2023

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| **PERSON RESPONSIBLE FOR POLICY:**  **APPROVED: SLT** | **VICKY SIMMONS** |
| **DATE: SEPTEMBER 2022** |
| **SIGNED: V E Simmons** | **ROLE: ASSESSMENT COORDINATOR/ HEADTEACHER** |
| **TO BE REVIEWED:** | **SEPTEMBER 2023** |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.
10. All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**

**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**

**CURRICULUM MANDATE**

Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know ***what challenges us changes us***.

**ASSESSMENT POLICY**

**1. Rationale**

Assessment lies at the heart of the process of promoting children’s learning. It provides a framework within which educational objectives may be set and children’s progress demonstrated and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. *Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do (Development Matters p6-7).* It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. The policy refers to the recommendations in:

• Final Report of the Commission on Assessment without Levels.

• the Education (Pupil Information) (England) Regulations 2005: schedule 1.

• Making Data Work

• Teacher Workload DfE Report

• Ofsted Inspection Schedule for Schools

• Teachers Standards

**2. Aims**

Using the principles and processes of assessment at Bentley New Village Primary, we aim to:

• monitor progress and support learning, track pupil performance and in particular identify those pupils at risk of underachievement

• recognise the achievements of pupils

• guide future planning, teaching and curriculum development, provide information which can be used by teachers and the head teacher as they plan for individual pupils and cohorts

• inform parents and the wider community of pupil achievement

• provide information to ensure continuity when the pupil changes school or year group

• comply with statutory requirements

• raise standards of attainment and behaviour, and improve pupil attitudes and response

• enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required

*Assessment should not take practitioners away from the children for long periods of time. Before assessing children, it’s a good idea to think about whether the assessments will be useful (*Development Matters p6-7).

**3. Assessment**

At Bentley New Village Primary School, we see assessment as an integral part of 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.

The following diagram demonstrates the regularity and is an illustration of the proportionate role different forms of assessment take in school.

**3.1 In-school formative assessment**

Effective in-school formative assessment enables:

• Teachers to understand 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

At Bentley New Village, we ensure that formative assessment is pivotal in each lesson and forms the basis for the next steps of learning which will be taking place. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

• Marking and Feedback forms part of formative assessment and this is outlined in the Marking and Feedback policy.

• Questioning is a main part of any classroom teaching and at Whale Hill, we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.

• Self-assessment and peer-assessment is used throughout, a variety of, sessions where children can, for example, use linked or other strategies to work out if their own, or their work partners, original response or answer is correct.

• Learning objectives are always shared at the beginning of each lesson with the children to ensure that they know the expectation and the outcome that they should have secured.

• Oral feedback along with marking also plays an important role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback.

• Children are always encouraged to recognise and evaluate their work against the lesson objective and success criteria.

• Teachers and children, reflect on performance and set targets for further development.

• On-going formative assessment, provides the evidence for the basis for making foundation subject assessment judgements at the end of each academic year. Ongoing formative assessment ensures that; knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; that gaps are identified and interventions or sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed.

**3.2 In-school summative assessment**

Assessment, at Bentley New Village, serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning. 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 Bentley New Village Primary School, we use the outcomes of assessment to check and support our teaching standards and help us improve. Working with other schools, is crucial in this process, along with using external tests and assessments. We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do. This assessment criteria is derived from the school curriculum, which is composed of the National Curriculum. Objectives. The achievement of each pupil is assessed against all the relevant criteria three times per year, at the end of the: autumn, spring and summer terms, for reading, writing, mathematics and science and at the end of each summer term for foundation subjects. The children are assessed against their age related expectation with: ‘at’ being the expected, ‘below’ being those children who have not met their age related and ‘above’ being the children who are working within their age related expectation at greater depth.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing. Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. At BNVP, no one resource is used to base in-school summative assessment, as we believe this gives a much wider picture of ability and thus a more reliable measure of attainment and achievement. An overview of assessments used are detailed below:

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|  |  | **Assessment (what/when)** | **Purpose (why)** |
| **EYFS** |  | * Reception Baseline Assessment (in first 4 weeks) * RWI Assessments * 3x Checkpoint assessments (Baseline / end of Autumn / end of Spring / end of Summer. * All children have x2 focus weeks during the term. During this week we set individual targets and give opportunities to review them.   Ducklings (Nursery) - targets in x3 Prime Areas  Robins (Reception) - targets in x3 Prime Areas & Literacy & Maths | * Statutory – as a measure of progress across the school * To inform reading book level and ensure children taught in correct group. * To identify which children are working close to national standards and which children may require further support through provisions or interventions * To identify focus areas, inform teaching and assessments * *'The observation checkpoints can help you to notice whether a child is at risk of falling behind in their development. You can make all the difference by taking action quickly, using your professional judgement and your understanding of child development. By monitoring the child’s progress more closely, you can make the right decisions about what sort of extra help is needed.'* Development Matters - pg 4 * At the end of each full term, EYFS staff will meet as a whole staff team to decide if the children are emerging/expected for each Area of Learning. This is recorded on an emerging/expected sheet. This is then used to inform our timetable/planning/interventions for the following term. |
| **Year 1** | **Reading /Phonics** | * Phonics Checks (Termly) * Past Papers/ RWI Assessments (Half termly) * Completion of ROAP (Ongoing) * Reading Assessment tasks once children have reached ‘yellow’ reading band * Phonics Screening (June) | * To inform reading book level * To identify which children are working close to national standards and which children may require further support through provisions or interventions * To provide an accurate picture of child’s reading abilities * Statutory test – result reported |
| **Writing** | * Writing breakdown of statements | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. |
| **Maths** | * maths assessment tasks including tests (QLA to be used) | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. |
| **Year 2** | **Phonics** | * Phonics Checks * Past Papers/ RWI Assessments | * To inform reading book level * To identify which children are working close to national standards and which children may require further support through provisions or interventions |
| **Reading** | * WPM – every half term * Salford – (for those who have finished RWI) * Completion of ROAP * Past Papers follow by QLA * TAF * Statutory Test | * To identify focus children for 1:1 reading * To identify gaps in children’s knowledge to achieve ARE/GD * Inform TA * To provide an accurate picture of child’s reading abilities * To identify where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. |
| **Writing** | * Writing breakdown of statements in relation to the Teacher Assessment framework | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. |
| **Maths** | * Maths TAF * Past papers followed by QLA * Statutory Test * TTRS – paper data | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. * To secure multiplication facts |
| **Year 3** | **Reading** | * Salford – beginning of term * WPM – every half term * Past Papers follow by QLA (Termly) * L’Explore assessments (Termly) * Phonics assessments for those children who require them. | * To inform reading book level and closely match reading ability with reading age and comprehension age * To identify which children are working close to national standards and which children may require further support through provisions or interventions * To diagnose any reading difficulties and to suggest ways to improve reading ability. * To suggest need for phonic improvements. * To identify focus children for 1:1 reading * Inform TA |
| **Writing** | * Fortnightly writing assessments using a version of a TAF * Moderation in phases. | * To identify which aspects of the ‘Working At /Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. |
| **Maths** | * Maths TAF * Past papers followed by QLA * TTRS – paper data | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. * To secure multiplication facts |
| **Year 4** | **Reading** | * Salford – beginning of term * WPM – every half term * Past Papers follow by QLA (Termly) * L’Explore assessments (Termly) * Phonics assessments for those children who require them. | * To inform reading book level and closely match reading ability with reading age and comprehension age * To identify which children are working close to national standards and which children may require further support through provisions or interventions * To diagnose any reading difficulties and to suggest ways to improve reading ability. * To suggest need for phonic improvements. * To identify focus children for 1:1 reading * Inform TA |
| **Writing** | * Fortnightly writing assessments using a version of a TAF * Moderation in phases. | * To identify which aspects of the ‘Working At /Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. |
| **Maths** | * Maths TAF * Past papers followed by QLA * TTRS – paper data * MTC check (Statutory) | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. * To secure multiplication facts * MTC result reported |
| **Year 5** | **Reading** | * WPM – every half term * Past Papers follow by QLA (Termly) * L’Explore assessments (Termly) | * To inform reading book level and closely match reading ability with reading age and comprehension age * To identify which children are working close to national standards and which children may require further support through provisions or interventions * To diagnose any reading difficulties and to suggest ways to improve reading ability. * To suggest need for phonic improvements. * To identify focus children for 1:1 reading * Inform TA |
| **Writing** | * Fortnightly writing assessments using a version of a TAF * Moderation in phases. | * To identify which aspects of the ‘Working At /Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. |
| **Maths** | * Maths TAF * Past papers followed by QLA * TTRS – paper data | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. * To secure multiplication facts |
| **Year 6** | **Reading** | * WPM – every half term * Past Papers follow by QLA (Termly) * L’Explore assessments (Termly) * Statutory Test | * To inform reading book level and closely match reading ability with reading age and comprehension age * To identify which children are working close to national standards and which children may require further support through provisions or interventions * To diagnose any reading difficulties and to suggest ways to improve reading ability. * To suggest need for phonic improvements. * To identify focus children for 1:1 reading * Inform TA |
| **Writing** | * Fortnightly writing assessments using a version of a TAF * Moderation in phases. * GPS Statutory Test | * To identify which aspects of the ‘Working At /Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children. |
| **Maths** | * Maths TAF * Past papers followed by QLA * TTRS – paper data * Statutory Test | * To identify which aspects of the ‘Working At / Greater Depth’ statements are secure for each child and where teaching and learning needs to be adapted in order to secure these skills for individuals/groups of children * To secure multiplication facts |

**Class teachers are also required to assess the following curriculum areas termly:**

* Oracy : Assessment against the 12 individual Attainment Targets termly
* Key Spellings: Use of appropriate Key spelling list from NC appendix

**3.3 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

At BNVP, nationally standardised summative assessments include:

• The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

• Early Years Foundation Stage (EYFS) profile at the end of reception. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. Each child’s level of development must be assessed against the early learning goals.

• Phonics screening check in year 1. Usually completed during the first weeks of June this will assess the Phonic ability of the Year 1 children (and any Year 2 children who did not meet the standard the previous year)

• Multiplication Tables Check in Year 4 – online assessment of 25 questions.

• National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6) - children complete the National Curriculum Tests (SATs) in Reading, Maths, Grammar & Punctuation and Spelling.

**4. Teachers should consider these when deciding on type of assessment:**

* What will this assessment tell me about pupils’ knowledge and understanding of the topic, concept or skill?
* How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
* How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?
* How will I ensure my approaches to assessment are inclusive of all abilities?
* How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
* What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
* Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

**5. Special Educational Needs**

Pupils identified on the SEND register are assessed in line with other pupils using the pre key stage National Curriculum Standards or age-related expectations. Teachers use pupils’ work in books to support and contribute to their formative and, ultimately, summative assessment. For those children working below their actual curriculum age, attainment will be measured using the Analysing Pupil Progress document. This will identify the specific targets for children to achieve before moving on.

In addition to standard assessment, New Village will make use of a range of additional diagnostic assessments to contribute to the early and accurate identification of pupil’s special educational needs and indicate requirements for support and intervention. The SENCO has the overall responsibility for such procedures and the overall charge of ensuring that assessment results are used to improve learning, working in close liaison with all members of the SLT.

All Teaching Assistants play a vital part in this support teaching of children, with the corresponding responsibility to informally assess and to liaise with the appropriate teacher.

**6. English as an Additional Language**

From Autumn 2016, schools were required to categorise their EAL pupils as part of the census, using the categories A to F, as a school we decided to continue this monitoring to identify strengths in other areas which may not be identified through summative testing.  We use the **Bells Foundation assessment criteria**, measuring Speaking, Listening, Reading and Writing. This measures against 5 bands of English Language proficiency:

* New to English/Beginning
* Early Asquistion/Emerging
* Developing Competence/Expanding
* Competent/Diversifying
* Fluent

This assessment is to be completed Termly and results shared with Assessment Lead.

**7. Pupil Progress Meetings**

Summative assessment data for the Early Years Foundation Stage and Years 1-6 is shared with Head teacher and Assessment Lead for analysis in terms of key groups i.e. Gender, Free School Meals, SEN, Ethnicities and Pupil Premium. Progress meetings are held termly to discuss individual children’s progress and to put in place provision to meet the needs of each child and each key group. These meetings have a clear focus, which is shared in a timetable at the beginning of the school year. The data analysis informs the SDP and SEF documentation and drives forward staff training and support packages within school.

**8. Moderation**

The process of moderation is an essential part of our school assessment system. As a school, we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the cohorts and school. Members of SLT, SMT and teachers are involved in the moderation process to ensure accuracy and consistency in the following ways:

* With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders
* With colleagues from other schools
* With LA moderators and by attending LA sessions to ensure our judgements are in line with other schools

Moderation can take place at any given time during the academic year, but always prior to data being submitted for Pupil Progress Meetings to ensure accuracy of judgements.

**9. Reporting to parents**

Reporting to parents and carers is a fundamental part of our assessment practices at Bentley New Village to encourage, engage, motivate and improving future learning. Assessment data is reported to our parents in the form of both consultation evening and written reports.

The format for reporting to parents is outlined below:

• Autumn term - consultation meeting discussions surround details on: attainment and progress performance over the term, attendance data and future learning targets.

• Spring term – written reports to give details on: attainment and progress performance over the term, attendance data and future learning targets.

• Summer term - parent consultations afternoon, an opportunity for parents and children to sit alongside each other to look over work and progress towards targets set in written spring reports. Class teachers support discussion.

**10. Evaluation and review**

* The Assessment Leader is responsible for updating this policy in line with any new developments and new government guidance.
* All staff are expected to follow the policy
* SLT will monitor the implementation of this policy across the school and, following ongoing reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across all areas of New Village.
* The policy will be evaluated regularly by members of the SLT
* The policy will be reviewed annually