



# *Barrowby Church of England Primary School*

## **Assessment Policy**

### **1. Introduction**

- 1.1 This Policy outlines the purpose, nature and management of Assessment at Barrowby Primary School.
- 1.2 The school policy for Assessment reflects the consensus of the opinion of the whole teaching staff and has the full agreement of the Governing Body.

### **2 The Nature of Assessment**

- 2.1 Assessment is an integral part of teaching and learning. Assessment serves several purposes and can be termed as:
  - Formative – providing information for the teacher to plan the next steps, based on how well children fulfil learning intentions, providing feedback and involving children in improving their learning.
  - Diagnostic – providing more detailed information about an individual child's strengths and weaknesses.
  - Summative – providing a snapshot in time of a child's achievements.
- 2.2 At Barrowby School, assessment is considered at the planning stage through carefully structured success criteria, to ensure that assessment opportunities are fully utilised, and that outcomes of assessment influence future work.
- 2.3 Assessment is a fundamental part of teaching and learning. It should help teachers to:
  - Plan work matched to a child's level of attainment
  - Ensure children understand what they need to do in order to improve
  - Identify where specific support is required
  - Help children's progress towards becoming independent and confident learners
  - Provide continuity from one teacher to another.

### **3. Entitlement and Statutory Requirements**

- 3.1 For each child in the final Year of Key Stage 1 and Key Stage 2, a teacher assessment must be made of the standard achieved in each of the attainment targets in English, Mathematics and Science. Teacher assessment levels must be recorded no later than the required date.
- 3.2 At Key Stage 1:
  - Standardised tasks and tests in English and Mathematics are used to support teacher assessments.
  - The results of teacher assessments must be recorded no later than the end of the Summer Term;
  - Assessments will be recorded on a centrally stored database for each year group. Results will be analysed to identify priorities, to inform planning, and target setting.

- Key Stage 1 end of year assessments (SATs) are no longer statutory but we will continue to administer these to ensure rigour and accuracy for final end of year teacher judgements.

### 3.3 At Key Stage 2:

- Schools must only open the tests packs as instructed by QCA;
- Key Stage 2 tests must be administered to all children unless they are dis-applied in accordance with the nationally prescribed timetable;
- Key Stage 2 test papers will be submitted for external marking by the appropriate agency according to their instructions;
- The classroom based tasks and tests will be used to assess progress on a termly basis to support teacher assessment;
- The results of teacher assessments will be submitted to the DfE Assessments will be recorded using the school's Tracker
- Results will be analysed to identify priorities, to inform planning, and target setting.

3.4 For pupils who move on to a new school other than at the end of a Key Stage, the receiving school will be provided with the appropriate DES Transfer Form (see Appendix for Key Stage 1 and Key Stage 2 copies) specified information about the pupil's achievement when he/she transfers.

3.5 In addition to the statutory requirements, summative assessments and standardised tests will be carried out as follows:

#### EYFS

- On admission to the Reception class all children will be assessed through the EYFS Baseline assessment.
- Phonics is assessed each half term in line with our Phonics scheme ELS.
- All other areas of learning are assessed termly using assessment points in line with the Reception Curriculum.
- At the end of the year, the Foundation Stage Profile is completed for the 17 Early Learning Goals

#### Key Stage 1

- In Writing, children are assessed each half term using the school adapted Ros Wilson Assessment grids in Year 1.
- In Year 2 pupils are assessed each half term using the Interim Assessment Frameworks for Writing.
- In Reading, children are assessed at 6 points across the year. In the first half of each term Year 1 and 2 are assessed through a 1:1 reading interview by their class teacher to determine their reading fluency, stamina and comprehension. Children's progress is tracked using the Ros Wilson Reading Criterion grids. Teachers also keep written notes of the outcomes of their conversations with pupils to inform their judgements. Year 2 teachers also use the Interim Assessment Frameworks. In the second half of each term, children are assessed using the PIRA Standardised tests. In December and June children are also assessed using the YORK Single Word Reading Standardised Test.
- Children undertake a YORK standardised spelling test in June and December each year to monitor spelling age and progress.

- In Maths, children are assessed at three points across the year using the PUMA Standardised test. Year 2 teachers also use the Interim Framework for Maths to assess.
- Year 1 pupils are assessed each half term for their Phonic learning.
- Year 2 children who do not pass the Y1 Phonic Screener are assessed half termly whilst they receive intervention support and/or when they pass the phonic screener.
- Year 2 pupils are assessed at 6 points across the year in GAPs using the Rising Stars assessments
- Year 2 pupils also sit SATs tests in May in Reading, Maths and GAPs.
- Assessments are recorded on a data base/Tracker. Results will be analysed to identify priorities, to inform planning, and target setting.
- RE, Science and PE are assessed termly in line with the requirements of the MTP and skills progressions for these subjects.
- All Foundation subjects are assessed termly (please see assessment timetable in Appendix)

#### Key Stage 2

- In Writing, children are assessed each half term using the school adapted Ros Wilson Assessment grids in Years 3, 4 and 5
- In Year 6 children are assessed each half term using the Interim Assessment Frameworks for Writing.
- In Reading, children are assessed at 6 points across the year. In the first half of each term Years 3,4,5 and 6 are assessed through a 1:1 reading interview by their class teacher to determine their reading fluency, stamina and comprehension. Children's progress is tracked using the Ros Wilson Reading Criterion grids. Teachers also keep written notes of the outcomes of their conversations with pupils to inform their judgements. Year 6 teachers also use the Interim Assessment Frameworks. In the second half of each term, children are assessed using the PIRA Standardised tests. In December and June children are also assessed using the YORK Single Word Reading Standardised Test.
- Children undertake a YORK standardised spelling test in June and December each year to monitor spelling age and progress.
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  - In Maths, children are assessed at three points across the year using the PUMA Standardised test. Year 6 teachers also use the Interim Framework for Maths to assess.
  - Years 3, 4, 5 and 6 pupils are assessed at 6 points across the year in GAPs using the Rising Stars assessments
  - Year 6 pupils sit SATs tests in May in Reading, Maths and GAPs.
  - Assessments are recorded on a data base/Tracker. Results will be analysed to identify priorities, to inform planning, and target setting.
  - RE, Science and PE are assessed termly in line with the requirements of the MTP and skills progressions for these subjects.
- All Foundation subjects are assessed termly (please see assessment timetable in Appendix)
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## 4. Implementation Procedures

### 4.1.1 Day to Day (formative) Assessments Assessment is most effective when:

- Learning intentions are identified and shared with the children
- Learning objectives are recorded in children's books.
- Children understand the success criteria.
- Feedback informs the child of successes and areas for development, providing clear targets for improvement in the next lesson.
- There are opportunities for assessment dialogue between the teacher and child
- It identifies the next stage of learning

### 4.1.2 Termly Assessments (formative)

The Curriculum Maps for all subjects have been formulated by the appropriate subject leader in consultation with staff. They are taken directly from the National Curriculum/Programmes of Study. Progression throughout the Key Stages has been considered when formulating these.

### 4.1.3 Recording Assessments

Formal Assessments will be carried out as detailed in 3.5 during the relevant terms. Information is held centrally on Integris Markbooks.

### Yearly and End of Key Stage Assessments

At the end of each year group and at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6), teachers will make decisions about the 'Year group Standard/Expectation' which 'best fit' a child's progress and indicate 'secure' achievement in each attainment target for English, Mathematics and Science. Children are assessed at their year group standard and judged to be either Working Towards the standard (WTS), working at the expected standard (EXS) or to be working at greater depth within the standard (GDS). For children working below the standard for the year group alternative judgements are considered e.g. PIVOTS/Pre-key stage criteria for SEND. The expectation is that the majority of pupils will be working at the standard required for their age and that progress will be maintained each year i.e. children judged as EXS should be targeted to achieve at least the expected standard in the next academic year. Decisions about end of year attainment are based on:

- Work undertaken during the academic year
- All assessment records
- Outcomes of discussions at Pupil Progress meetings
- Moderations (internal and external)

### 4.14 The information gained from the above assessments should be used formatively in planning future work identifying priorities and target setting and as the basis for reporting to parents annually on their child's progress.

- 4.2 Teacher assessments should:
- Be made systematically and continuously throughout each Key Stage
  - Give all pupils the opportunity to demonstrate what they know, understand or can do
  - Use a variety of assessment techniques (e.g. observation/outcome)
  - Be carried out as part of normal classroom activities
  - Use both formal and informal assessment opportunities
  - Be used to inform planning, target setting, teaching points and next steps.
- 4.3 Teacher assessments should be carried out in all classes.
- 4.4 Where a teacher is absent from their post for several weeks the supply teacher will be requested to undertake teacher assessment in accordance with the class teacher's termly planning.
- 4.5.1 The school's formative and summative assessments will be shared and analysed by the Senior Management Team, assessment co-ordinator, Subject Leaders and class teachers as part of the school's monitoring procedure. The outcomes will be utilised by all the staff to inform planning, and target setting, and identify priorities.
- 4.5.2 We will formally analyse summative data including;
- Foundation Stage Profiles
  - Value added data from Reception to the end of Key Stage One
  - Key Stage One attainment results
  - Value added data from end of Key Stage One to end of Key Stage Two
  - Key Stage Two attainment results
  - Termly subject data analysis that identifies the lowest 20%, SEND, Pupil Premium and Free School Meals.
- Data used will include;
- Integris Markbooks
  - HelloData
  - Lincolnshire CC published data
  - National data sets
- 4.6 Learning intentions and success criteria should be made clear to the children so that they can understand the purpose of their activities, the progress they have made, and targets for future learning. This will involve individual discussion with the children when the teacher feels they are ready and able to participate.
- 4.7 For any child who is identified on the Register for SEND, teachers will ensure that assessments and planned progress towards identified objectives fulfil the requirements of the Code of Practice in meeting individual learning needs. Children will be assessed using the assessment appropriate to their special needs. Outside agencies will be called upon to carry out specific assessments or support school based assessments when appropriate.
- 4.8 In making assessments, teachers should strive to avoid bias according to a child's gender, race or social background.

- 4.9 For pupils in Reception, more formal assessments (e.g. formal reading and spelling tests) will be made when the class teacher decides it is appropriate.
- 4.10 Teachers will contribute work from the children in their Year Group to certain portfolios where appropriate. These will be Art/DT/ Science (investigative) Computing, and Writing.
- 4.11 The Assessment co-ordinator and/or subject leader will work with staff, when requested, to help them devise any additional formal assessments. It remains the responsibility of the class teacher to carry out assessment tasks and tests and complete the end of Key Stage procedures.

## **5. Background Documentation**

- 5.1 The following documentation was consulted in drawing up this policy:

National Curriculum  
SEND Code of Practice  
Year 2 and 6 Interim Assessment Frameworks in Reading, Writing and Maths

## **6. Assessment Policy Review**

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: January 2024  
Next review: January 2025

## Appendix 1 – Subject Assessments

<u>SUBJECT</u>	<u>ASSESSMENT</u>	<u>FREQUENCY</u>
Art	Drawing, painting and sculpture – sketch book evidence	One assessment per term
DT	Teacher Assessment of project	End of each unit (termly)
Music	Pupils work in current unit: Listening & Appraising, Perform and Evaluate (singing and instrumental) and create and compose	Assessments take place at the end of each unit. At the end of the year, these judgements will inform teacher assessment in Music for each pupil.
History	Historical enquiry (different forms of possible evidence)	One assessment per term
Geography	Each term is focussed on a different area as identified in the Curriculum document. Teachers make a summative judgement after reviewing work in the current unit.	Once per term.
PSHE/RSE	Termly assessments as specified in the Whole school Scheme of Work	Termly
Science	Three assessment points a year. ~ Initial and final knowledge at the beginning and end of each term. ~Scientific enquiry assessment of specified AF each term	Termly
MFL	End assessment – 4 aspects of French	One per unit
Computing	Book and teacher evaluation Evidence of using computer	Termly
RE	Knowledge enquiry	One assessment at the end of each unit
PE	Ongoing against criteria on Markbooks	Termly