

Assessment Policy



Subject Leader	Date of Issue	Review Date	Other linked documents	Headteacher signed	Chair of Governors
Sandy Macdonald	Dec 2021	Dec 2022			

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'Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' (Assessment Reform Group, 2002)

1. 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.

2. 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 emphasizes the opportunity for all children to succeed when taught and to be assessed effectively.
- There is always a clear purpose for assessing and assessment that 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/carers.
- 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.
- We achieve our assessment without adding unnecessarily to teacher workload.
- 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.

3. Assessment approaches

At Brindle Gregson Lane 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

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assessment.

4. 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/Carers to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

At BGL we believe that the key elements of formative assessment are:

- A learning culture, where children and teachers have a growth mindset, self-belief, meta-cognitive skills and the belief that all can succeed.
- Talk partners and a 'no hands up' culture where children are resources for one another and all can be involved in class discussion.
- Mixed-ability learning with differentiated choices, so that self-esteem is intact and expectations are high.
- Clear learning objectives shared with pupils, not necessarily at the beginning of a lesson, but sometimes after their interest has been captured.
- Co-constructed success criteria.
- Effective questioning, especially at the beginning of lessons, to establish current understanding and prior knowledge.
- A continual quest to find out how far children are understanding their learning so that individual and class feedback and the direction of the lesson can be adjusted accordingly.
- Examples of excellence analysed and shared, before children produce their own product.
- Feedback from peers and teachers which focuses on successes, where the excellence is and where improvements are needed.
- Co-operative peer feedback in which examples of improvement are modelled via mid lesson learning stops, so that feedback and improvement making is immediate and part of a lesson.
- Effective ends to lessons, where learning is summarised and reflected upon.

Learning Culture

Without the appropriate learning culture the above strategies and techniques have limited impact and become nothing more than another thing to do.

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At BGL we create a learning culture by:

- Developing growth mindsets.
- Integrating meta-cognition strategies.
- Mixed ability learning.

Growth Mindset

People with a fixed mindset believe that they are born with a certain amount of intelligence and that it is fixed for the rest of their lives. People with a growth mindset, however, know that intelligence is not fixed and that you can, in effect, 'grow' your intelligence.

Praise

At BGL, we believe praise needs to focus on effort and achievement, not ability.

Learning Powers

Hattie: 'When tasks are more complex for a pupil, the quality of meta-cognitive skills rather than intellectual ability is the main determinant of learning outcomes.'

The growth mindset gives children the appropriate attitude and self-belief, but metacognition gives them the tools to be able to talk about and understand their learning, giving them a shared language and understanding.

At BGL we use Shirley Clarke's learning powers as a so that these learning skills can be discussed and developed in the same way we would develop an academic skill.

BGL's learning powers

These learning powers are introduced (once each week) and then are displayed each lesson along with the lesson's learning objective e.g. the teacher may feel the focus for today's editing writing lesson should be on keep on improving and therefore this learning power would be referenced at the same time as the learning objective or the children might be involved in choosing which learning powers they think would match well with the lesson.

Mixed Ability

When children are grouped by ability, expectations placed upon them tend to be fixed and children's achievement is matched to those expectations.

At BGL the children work in mixed ability pairings which these pairings changing randomly once a week during 'Move Monday'. This ensures all children have a rich experience of different learning partners, all learning from one another in different ways.

Lesson Culture and Structure

Learning Objective

The children should know the learning objective at the point at which they will be judged

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against that learning objective.

The teacher will decide whether it would be better to start with the learning objective or delay it.

Prior Knowledge Task

'The most important single factor in influencing learning is what the learner already knows. Ascertain this and teach them accordingly.' Ausubel et al (1978).

At BGL we use prior knowledge starters as a starting point to get some idea of the learning needs for that lesson.

Effective question starters:

- Starting from the end e.g. for a lesson on number bonds – '5 is the answer. What might the question be?
- Statement e.g. for a lesson on percentages: '45% of 365 is greater than 54% of 285. Agree or disagree?'
- Odd one out e.g. for a lesson on properties of 2D shapes: 'Which of these shapes is the odd one out? How many different answers can you find?'
- Range of answers: For a lesson on unit based length: 'What can we use to measure the Gruffalo?' (cubes, bananas, dices, oranges, marbles)
- Where did I go wrong?

Learning Objectives and Success Criteria

The teacher must have a clear understanding of what the learning objective means, what quality for that learning objective would look like and be able to compare what they witness to that concept.

The pupil must also understand the learning objective and the definition of quality held by the teacher, so that he or she can monitor his or her own progress during its production.

The learning objective is broken down into min goals or ingredients known as success criteria. Success criteria for closed learning objectives are compulsory elements, often in chronological order. The more open the learning objective, the broader the success criteria. Children may be asked for example to choose from a variety of different methods in Maths or when writing may choose from a range of different technical features they might want to include. At BGL we recognise that co-constructed success criteria between pupils and teacher are more effective than those imply given.

5. In-school summative assessment

Effective in-school summative assessment enables:

- Senior Leadership Team to monitor the performance of pupil cohorts, identify gaps in learning and work with teachers to ensure pupils are supported to make progress and reach the levels of attainment they are capable of.
- Teachers to evaluate learning at the end of a unit or period and the impact of their

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- 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/carers to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

At Brindle Gregson Lane Primary School assessment weeks occur on a termly basis and this is when progress and attainment data is recorded on our school systems.

These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where extra support may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment. Summative test materials are used for Reading and Maths at these 3 points across the year to support teachers with making accurate teacher assessment judgements.

English Assessments

Reading

In order to form secure reading judgements we use evidence from a range of sources. These being:

- PIRA Reading test
- Reading journals
- English books (reading phase)
- Teacher knowledge

Writing

In order to form secure writing judgements we use evidence from a range of sources:

- LAPS/KLIPS

The Learning and Progression Steps (LAPS) are smaller, progressive steps which support learning towards the Key Learning in writing expectations. LAPS are numerically ordered from LAP 1 to LAP 3, to reflect the gradual development of the skill/s involved.

When a child completes an independent piece of writing at the end of a unit then this is assessed using LAPS and so is used as a 'running record' of progress and attainment across the year.

KLIPs stands for Key Learning Indicators of Performance. They have been developed by Lancashire Professional Development Service to help schools with their summative assessment judgements for the 2014 National Curriculum year group expectations.

- Wow writing books - every child from Years 1 to 6 has a 'Wow' writing book. This is where children complete independent pieces of writing.
- English books
- Independent piece of writing – each child in school from Years 1 to 6 complete an

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independent piece of writing during assessment week.

Maths

In order to form secure judgements in Maths, we create our own mini maths assessments based on a mix of work covered in Maths No Problem. We also look at evidence from:

- Maths No Problem unit reviews.
- Maths No problems books and journals

Nationally standardised summative assessment

Nationally standardised summative assessments enable:

- 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)

6. EYFS

When children start in our EYFS then over the first six week we complete a baseline assessment. The main method we use to do this is observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. These on-going observations then continue as the main method of assessing the children across the year.

We also complete the Reception statutory baseline assessment (RBA) keeping a record of this to help inform our own judgements.

At the end of the EYFS, assessment of each child's development is completed using the Early Years Foundation Stage profile (EYFSP). The EYFSP provides a summary of every child's developments and learning achievements. This data is reported to the local authority and nationally to be used for local and national statistics.

7. Reporting to parents

Parents/carers are given the opportunity to meet with teachers whenever the need arises

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as we have an open door policy and staff are out on class verandas at the start and end of each day. We send out reports three times a year with two of these being a mid-year reports which are a shorter format than the annual report. Parents' Evenings are held twice a year in the Autumn and Spring terms.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, which will include the total number of possible attendances for that child and the total number of unauthorised absences for that child, expressed as a percentage of the possible attendances.
- The results of national statutory assessments

8. 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 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.

9. Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and will endeavour to keep up to date with latest research. The Assessment Leader will attend Local Authority Primary Assessment Network meetings and subscribe to the weekly Assessment Update email from Standards and Testing Agency. External assessment systems will be continually reviewed and evaluated to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

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10. Monitoring

This policy will be reviewed every years by the Assessment leader. At every review, the policy will be shared with the Curriculum and Standards Committee.

All teaching staff are expected to read and follow this policy.

The Assessment Leader will monitor the effectiveness of assessment practices across the school, through: moderation, lesson drop-ins, book scrutinies, pupil progress meetings, data analysis.

S.Macdonald - Assessment Subject Leader Updated December 2021

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