



Assessment Policy

The status of the policy: Final

Purpose: The purpose is to support staff in how we assess pupils, track their progress and help them achieve the highest possible standards.

Consultation: Draft to staff & governors

Links with other policies:

- School Vision
- Teaching & Learning Policy
- Marking & Feedback Policy
- Equality Policy
- SEND/Inclusion Policy

Monitoring and evaluation:

Date established by governing body: September 2021

Date for full implementation: September 2021

Date for review: September 2024

Policy summary

To ensure excellent progress is made by all children we track progress through daily formative, assessments and termly summative assessments against the National Curriculum. This is supported through the use of a range of formative, teacher assessments, summative tests and pupil conferencing. Children's progress is monitored with teachers and the school's Senior Leadership Team (SLT) through termly Pupil Progress Meetings (PPMs) and half-termly 'mini' PPMs. In these meetings we discuss pupil assessments and progress, review work and set actions and targets for all children and specific groups of children (all notes and actions are recorded in the PPM paperwork).

Assessment, Recording and Reporting is also monitored by English and Maths leaders, through performance management and lesson observations. Teachers set summative targets at the end of the summer term for the next academic year. Statutory tests are completed and where appropriate, targets are set in Reception Baseline, Year 1 Phonics Screening Check, Year 2 SATs, Y4 multiplication tables and for Year 6 SATs. We have internal and external systems for moderation of standards to ensure the accuracy of teacher assessment and to comply with Local Authority expectations.

Throughout the year, there are opportunities for informal meetings with parents/carers and more formal targets and progress are shared twice a year at Parent Evening consultations, and through the end of year report.

Please also refer to the following policies and documents

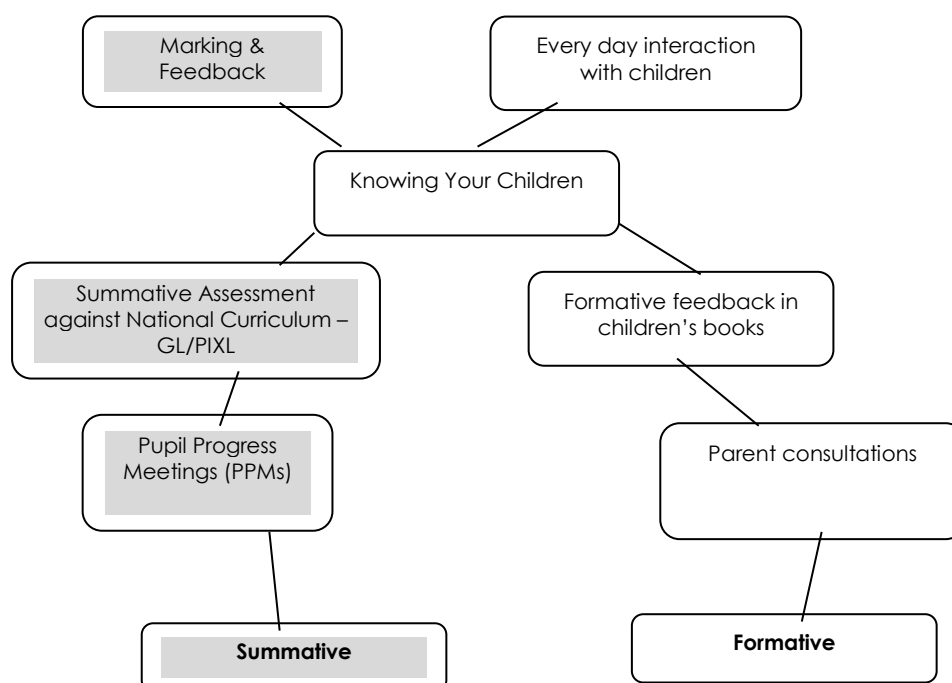
- Teaching & Learning Policy
- Marking & Feedback Policy
- English Policy
- Maths Policy
- Teaching and Learning Policy
- Equality Policy
- SEND/Inclusion Policy

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Overview of ARR systems

The chart below provides a simple illustration of how informal and formal aspects of assessment relate to each other and link to meetings with children, parents and senior leaders.



Birch Hill Primary School's Assessment Principles

Our assessment procedures are an essential part of how we help children achieve high standards. We regularly evaluate children's knowledge, skills and understanding through daily formative assessments and termly summative assessments. These assessments help establish children's abilities and current strengths, as well as their next learning steps.

Teachers use assessment information to inform their planning, ensuring lessons continually build on children's strengths and address areas for development improving the quality of teaching and learning.

Children are actively involved in our assessments, as they become better learners when they are given time to reflect on their success in lessons and are aware of their own learning goals.

Qualitative and quantitative assessment information is shared regularly with parents throughout the year so that teachers and parents can work together to help children succeed.

We are committed to:

- Feedback is a vital element of Assessment, Teaching & Learning.
 - Effective feedback is positive and constructive – it ensures pupils understand what they have done well and what they need to do to improve.
 - We recognise that the most effective feedback is immediate.
 - Using targeted questioning techniques, teachers are able to understand how best to support or challenge particular children.

- Creating clear learning intentions and appropriate success criteria for all children, so they understand the aim of the lesson, how to achieve it and can access and are challenged by their learning.
- Ensure children engage in their feedback, through discussion or in writing, to show that they understand how to improve further.
- Children are frequently given opportunities to respond to teachers' feedback
- Encouraging children to take the lead in their own assessment - through self-assessment, peer-assessment activities and children creating their own success criteria.
- Assessment is appropriate.
 - The purpose of any assessment process should be clearly stated.
 - Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
 - Ensuring assessments provide information that is of value and justifies the time teachers spend on them.
- Assessment is consistent.
 - Judgements are formed according to common principles.
 - The results are readily understandable by third parties.
 - A school's results are capable of comparison with other schools, both locally and nationally.
- Using summative termly judgements as a mechanism for tracking children's progress over the course of the year.
 - We use summative judgements to help monitor whole-school standards; analyse the performance of key groups to ensure that every child is supported to meet their full potential.
 - We prioritise the moderation of summative judgements to help refine the accuracy of these assessments (internal and externally).
- Giving reliable, meaningful and regular information to parents about how their child, and the school, is performing.
 - This information will be clear, transparent and communicated in a format that parents can understand and also use to assist their child's future learning.

Assessment

Assessment has four key audiences:

- To inform pupils how well they are learning and of what they need to do to improve.
- To inform parents/carers how well their child is learning and what the child needs to do to improve.
- To inform the teacher of how well all pupils are performing and to inform next steps of learning.
- To inform the school of how well classes, cohorts and key groups are performing.

Different types of assessment

- Assessment for Learning – Day to day, formative assessment
- Assessment of Learning - Periodic /summative assessment

Assessment for Learning - **Formative Assessment**

Formative assessment is an on-going, daily part of the life of the school. To support the child in their learning teachers need to know where they are, where they need to get to and crucially, how to 'close the gap'. This is something that should involve the children as much as possible.

Strategies to support this include;

- Learning Intention and Success Criteria
- Talk Partners
- Questioning
- Feedback
- Self- and peer assessment

Knowing your Children

Teachers knowing their children is an essential aspect of high quality teaching. The outcome of 'Knowing your Children' is for:

For the pupils

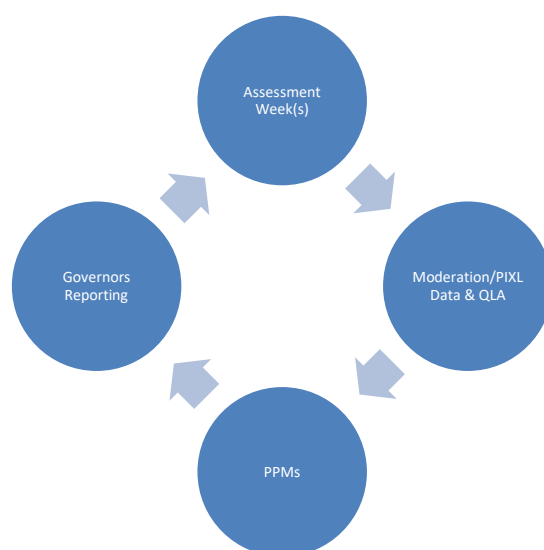
- to say what they are good at
- to identify the next steps in their learning
- to feel good about themselves

For teachers

- to have a better understanding of the pupil (socially and emotional)
- to discuss the pupil's next steps in their learning

Assessment of Learning (Summative Assessment)

In order to monitor children's achievements, we have three assessments weeks a year - End of Autumn Term, End of Spring Term and Summer 1. We use PIXL Club assessments (see annual assessment calendar). Teachers will use summative assessments, collate the data and generate QLAs will be generated. PIXL also publish comparative data from their schools. This data is used by teachers to support teaching and learning in their classes. This data is followed up in Pupil Progress Meetings (PPMs). In addition, SLT we hold 'mini' PPMs, half termly to review progress and any concerns to be addressed.



Each term (Year 2-6) summative assessments are carried out for Reading, Writing, Grammar & Punctuation. In Year 1 phonics in Year1 and Year2), mathematics. (See annual assessment calendar in appendix)

PIXL grade children

Below Expected			Working at Expected		Above Expected
B2 (Below Standard)	B1 (WTS)	E2	E1 (EXS)	A2	A1 (GD)

In addition to PIXL we use GL assessment in the summer term to give a Standardised Score.

This data is collated on the school's computerised assessment systems (PIXL, SIMs & HelloData). This is then analysed and shared so that the data can inform planning and identify specific groups or individual's provision. All teachers have access to their class data to see how individuals and specific groups have performed. The data system (SIMs and HelloData) also holds contextual information about individuals, groups and cohorts.

This data is used to track the children's progress during the year and since the child has started at Birch Hill. It is also used to assist school leaders and the governing body to:

- Monitor standards,
- Analyse the performance of individual pupils and key groups,
- Use the information to plan future learning opportunities,
- Ascertain individuals, groups, classes or cohorts that require additional support or extension,
- Allocate additional support to pupil and or cohorts where necessary,
- Be aware of the rate of progress and evaluate the reasons for this

In Reception pupils are assessed against the Reception Baseline Assessment in the first six week of joining school (see appendix for further information). Teachers will complete the Early Years Foundation Stage Profile at the end of the summer term.

Key (including statutory) Assessment points include:

- Reception Baseline Assessment & Early Years Foundation Stage Profile
- Y1 phonics screening check
- Y2 retakes phonics screening check (for those do did not pass the Y1 check)
- Y2 SATs
- Y6 SATs
- Annual Reading Age (Autumn term)
- Annual Spelling Age (Autumn term)
- PIXL Summative (Y3,Y4,Y5 English & Maths)
- GL Standardised Assessments (Summer) (Y3,Y4,Y5 English & Maths, Reading Age, Spelling Age)

Pupil Progress Meetings (PPM)

Pupil Progress Meetings take place each term, with year group teachers, Headteacher, Deputy Head and where possible SENDCo and Phase Leaders. The meeting is a dialogue between

teachers and school senior leaders to establish how individuals, a specific group, a particular class or a cohort is achieving. The discussion will establish the provision that is being offered to support all pupils learning. This may include a discussion about the teacher's planning, assessments and additional provision that is being made by the teacher. It is also an opportunity for the teacher to discuss other support that may be needed; for example from the SENDCo or additional requests to the Local Authority.

In addition, SLT will hold half termly 'mini' Pupil Progress Meetings with teachers. The focus of these meetings is to review progress; discussing children who are at risk of not making expected progress and, when needed conduct a book-look.

Target Setting

In the summer (autumn) term teachers set targets for pupils in their class for the end of the next academic year. These targets are recorded on the school computerised assessment system. These targets should be aspirational and ambitious. These targets will be one focus for discussion in Performance Management Review Meetings and also form the basis for Pupil Progress Meetings. Teachers are responsible for all pupils learning and progress made during the academic year.

Whole School Curricular Targets

At the start of the academic year, once a full analysis of pupil performance in the previous year has occurred, whole school curriculum targets should be established in English and Mathematics for every class/cohort.

The targets feed into the whole School Development Plan (SDP) and Teachers Performance Management Appraisals.

In addition, we set statutory targets for all classes, key groups in the following areas:

- Reception
- Y1 phonics screening Check
- Y2 phonics screening Check – retake
- Y2 SATs
- Y6 SATs

Key groups include:

- All Children
- Boys
- Girls
- PPG
- SEND (All SEND, SEND Support & EHCP)
- EAL
- Double Disadvantaged – PPG & SEND

Parent Consultation meetings and End of Year Reporting

Parent Consultation Meetings take place twice a year. During these meetings parents will be informed of their child's progress against national expectation. This is also an opportunity for parents to raise any concerns or acknowledge any significant achievements. Teachers use the parent and child meeting record as an aid memoire.

In the summer term parents receive a written report on their child's progress over the academic year. In Reception, Year 1, Year 2 and Year 6 parents will receive their child's end of Key Stage

Assessments and/or results of Phonics Screen Check. Parents are given the opportunity to discuss the contents of the report in the summer term open evening.

Assessment, Recording & Reporting (ARR) end of Key Stage

Arrangements for ARR at the end of Key Stages are subject to national agreement and the school will follow the guidance and advice from the Local Authority.

Evidence

One of the main sources of evidence when making a judgement on a child's progress will be their class book. In addition, class teachers must be confident to know all children, and be able to share what they are successful at and any barriers to learning they may have. SLT are also encouraged to talk to the child themselves, review their books and make their own judgements.

Moderation and Standardisation

- Standardisation takes place prior to each assessment point during the year.
- Within each year group, Key Stage and across the whole school, teachers moderate with each other regularly
- The school will undertake external moderation of standards with the advice and guidance of the Local Authority when requested

Role of the Assessment Leader

- To oversee all aspects the assessment practice at Birch Hill – both formative and summative
- Ensure there is a clear and comprehensive assessment cycle in place
- Ensure target-setting is carried out accurately;
- Provide overview reports to staff, governors & LA/National bodies on:
 - Individuals, year groups, cohort, group
- Ensure the school all of its statutory requirements

Statutory Target Setting

The school will undertake statutory target setting as directed by the Local Authority.

SEND/Inclusion

Special Education Needs

Children who have Special Educational Needs – depending on their need they might be taught objectives from an earlier year groups curriculum, this will be appropriately matched to their cognitive level.

The Rochford Review outlined that children with SEND were devised to be used in special schools to track progress of children with significant educational challenges and they provide a means of tracking progress for children working significantly below age expectations/Key Stage.

Appendix

Whole School Assessment Schedule (see below)

Pupil Progress Meetings Template (PPM)

Pupil progress meetings:
Prompts and guidance

Purpose of the meeting

- To have an open discussion about the progress children are making and to value teacher judgement.
- To identify progress of individual children.
- To identify cohort progress.
- To focus specifically on the target group but to also identify children at risk due to additional circumstances.
- To identify progress of groups within the cohort – gender, Special Educational Needs (SEN), ethnicity, boy/girls.
- To look at the impact of the intervention programmes.
- To identify action points.

Questions to explore

<p>Assessment</p> <p>1. Are the results from the recent assessments as expected?</p> <p>Is there any discrepancy between Teacher Assessment (TA) and test result?</p>	
<p>Progress</p> <p>2. Is this year group of children on target? Above target? Below target?</p> <p>Do the results show value-added from the baseline/profiling/KS1 results to KS2?</p>	
<p>Interventions/Strategies</p> <p>3. What are the intervention strategies being used to support achievement?</p> <p>What is the impact of these strategies?</p> <p>What strategies have you found successful in raising attainment?</p>	
<p>Specific Groups</p> <p>4. Are the performances of boys and girls consistent across the different subjects?</p> <p>English as an additional language (EAL) children – tracking progress, is support given?</p> <p>What SEN progress?</p>	
<p>What's working well</p> <p>5. What teaching strategies work?</p>	
<p>Barrier to Achievement</p> <p>6. What are the barriers to achievement (for example, attendance and punctuality?)</p>	
<p>7. Have action points been identified?</p>	
<p>8. Are there any other issues you want to discuss?</p> <p>Planning, Mobility</p>	



Pupil Progress Meeting 2021_22

Date of the Meeting

1. Autumn 1 (Oct) Mini (including data from End of Summer term)
2. Autumn 2 (Dec) main (including data from End of Autumn term)
3. Spring 1 (Jan) Main (including data from End of Autumn term)
4. Spring 2 (March) Mini
5. Summer 1 (May) Main (including data from End of Spring term)
6. Summer 2 (July) Main (including data from End of Summer term)

In the meeting:

Summary of strengths:

-

Summary of Actions:

-

Assessment, Record & Reporting Policy

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PIXL						
Reading						
B2 Below (NE)	B1 (below and MUST Have booster/Therapy - Key Marginal)	E2 EXS with Booster	E1 EXS (Secure)	A2	A1 GB	COMMENTS
Writing						
B2 Below (NE)	B1 (below and MUST Have booster/Therapy - Key Marginal)	E2 EXS with Booster	E1 EXS (Secure)	A2	A1 GB	COMMENTS
Maths						

Assessment, Record & Reporting Policy

B2 Below (NE)	B1 (below and MUST Have booster/Therapy - Key Marginal)	E2 EXS with Booster	E1 EXS (Secure)	A2	A1 GB	COMMENTS

Interventions	Children	When
<i>Example</i> <i>Handwriting</i> <i>Daily Read</i> <i>Phonics</i>		

PPG Children			
Name	Specific Areas of difficulty / Barriers to learning / Evidence	Interventions	Other barriers
PPG & SEN Children (double disadvantaged)			
Name	Specific Areas of difficulty / Barriers to learning / Evidence	Interventions	Other barriers

Assessment, Record & Reporting Policy

Children at risk of **NOT** getting **combined** Rd, Wr, Mths

Name	Subject Not of track for	Interventions	Other barriers / Actions

End of Year Targets 2021/22				
Subject	Whole Cohort		PPG	
	EXS	GD	EXS	GD
Reading				
Writing				

Assessment, Record & Reporting Policy

Maths				
Y1 Phonics				
Y2 Phonics (retakes)				
Y4 Multiplication Tables				
Combined RWM				

Annual Assessment Calendar – PIXL, National Statutory Assessment – SATs, Phonics EYFS

Year	Autumn	Spring	Summer	Autumn
EYFS	EYFS Baseline		End of Year Assessment (GLD)	
Y1		January	May Phonics	
Y2	October	March May (SATs)	June - NFER	
Y3		February	May June – NFER	October
Y4		February	May June – NFER	October
Y5		February	May June - NFER	October
Y6		May (SATs)	January March	September November

Year 6



Paper	Publication date	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
SEPTEMBER ASSESSMENT PiXL Paper ¹	15 July 2019	2 September – 20 September 2019	Thurs 26 Sept 2019	1 October 2019
NOVEMBER ASSESSMENT 2017 National KS2 Papers	14 October 2019	4 November – 22 November 2019	Thurs 28 Nov 2019	3 December 2019
JANUARY ASSESSMENT 2018 National KS2 Papers	10 December 2019	6 January – 24 January 2020	Thurs 30 Jan 2020	4 February 2020
MARCH ASSESSMENT 2019 National KS2 Papers	10 February 2020	2 March – 20 March 2020	Thurs 26 March 2020	31 March 2020

Years 3-5



Paper	Publication date	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
MAY ASSESSMENT¹ PiXL Summer 2019	29 April 2019	20 May – 14 June 2019	Thurs 20 June 2019	25 June 2019
OCTOBER ASSESSMENT² PiXL Autumn 2019	9 September 2019	1 October – 1 November 2019	Thurs 7 Nov 2019	12 November 2019
FEBRUARY ASSESSMENT PiXL Spring 2019	9 January 2020	3 February – 28 February 2020	Thurs 5 March 2020	10 March 2020

Year 2



Paper	Publication date	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
AUTUMN ASSESSMENT 2018 National KS1 Paper	16 September 2019	14 October – 29 November 2019	Thurs 5 December 2019	10 December 2019
SPRING ASSESSMENT 2019 KS1 National Papers	3 February 2020	2 March – 20 March 2020	Thurs 26 March 2020	31 March 2020

Year 1



Paper	Publication date	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
SUMMER ASSESSMENT	29 April 2019	7 May – 14 June 2019	Thurs 20 June 2019	26 June 2019
SPRING ASSESSMENT	6 January 2020	20 January – 21 February 2020	Thurs 27 February 2020	4 March 2020