

Blanford Mere Nursery & Primary School



Assessment Policy

Date adopted by governors
April 2021
To be reviewed
April 2024



PENTAGON SCHOOLS' ASSESSMENT POLICY

Introduction

As a group of Pentagon schools - Belle Vue, Blanford Mere, Dawley Brook, Fairhaven and Glynne - we have developed an assessment system that has been implemented and is currently being embedded throughout the five schools (see Appendix 1). This assessment criteria has been created from each school's curriculum, which is derived from the National Curriculum 2014.

'Assessment is integral to high quality teaching and learning. It helps us to ensure that teaching is appropriate and that learners are making expected progress.' (NAHT February 2014)

The main purpose of assessment in our schools is to help teachers, parents and pupils plan their next steps in learning. As a group of Pentagon schools, we regularly moderate assessments within our own school, and across the network, in order to compare our performance with that of other schools. Assessment information is formally communicated to parents through termly parents' evenings and a final written end of year report.

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without levels (September 2015) and in line with the 'Purposes and Principles of Assessment Without Levels'. <https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>

The Principles of Assessment

In its document **Assessment Principles**, the Department for Education sets out the following as being an effective assessment system. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304602/Assessment_Principles.pdf

Effective assessment systems:

Give reliable information to parents about how their child, and their child's school, is performing

- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Are reliable and free from bias.

Help drive improvement for pupils and teachers

- Are closely linked to improving the quality of teaching.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- Are created in consultation with those delivering best practice locally.

- Are created in consideration of, and are benchmarked against, international best practice.

Achieving Effective Assessment

We use three broad overarching forms of assessment:

- Day-to-day in-school formative assessment
- In-school summative assessment
- Nationally standardised summative assessments

Our Approach to Assessment

As part of their induction, all teachers will be made aware of the content of the assessment policy. In staff meetings and training there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The assessment leader will ensure that best practice is shared and endeavour to keep up to date with latest research, and disseminate this to staff through various forms of continuous professional development.

The school will continually review and evaluate assessment systems to ensure that they support the delivery of the school's assessment policy and are in line with government guidelines.

1. Day- to-Day in-school formative assessment

'Day-to-day in-school formative assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupils' performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching and learning of particular topics or concepts and to plan future lessons accordingly.

Formative assessments includes:

Making use of rich questions and answers

- Asking questions to assess children's starting points in order to adapt teaching and learning activities
- Asking a range of questions to develop higher order thinking skills
- Using questioning skills to prompt, probe and promote learning
- Promote pupil challenge by them asking questions to each other and to staff

Observing pupil's progress

- Watching children and listening to their discussions to assess their learning as it is happening
- Making planned observations of particular children to support/challenge their learning

Discussions for learning

- Talking to children to assess their understanding
- Identify any misconceptions and address these within the lesson
- Challenge pupils through discussion in order to deepen their understanding
- Pupils engaging through peer and self assessments to discuss targets and identify next steps in learning

Marking and feedback

- Verbal/written feedback that enables pupils to know what is going well and areas for development that relates to the learning objective
- Peer/self marking against feedback relating to success criteria

Checking children's understanding

- Checking children's knowledge, skills and understanding of concepts previously taught (e.g. times tables, spelling patterns, punctuation and calculation facts etc)
- Mini plenaries used to check upon what needs revision and to guide future planning

Engaging children in reviewing progress

- Children refer to the banding system in reading, writing and maths to determine what they know and can do, what they still find challenging and the next steps for them

2. In-school Summative Assessments

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learnt and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of the in-school summative assessments to evaluate both pupil learning at the end of a unit of work and the impact of their own teaching. Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure that pupils are supported to achieve sufficient progress and expected attainment.

In-school summative assessments include:

- End of year tests where appropriate
- End of topic/unit reviews
- Reviews for pupils with SEND
- Pupil progress meetings
- Moderation for reading, writing and maths
- Monitoring cycles (see individual school's monitoring programme)
- Assessment relating to the National Curriculum (years 1 to 6) expectations through use of banding system recorded on the school's management system (Integris)
- Assessment of EYFS through Dudley ETracker and Integris
- End of year annual reports outlining progress and attainment in relation to National Curriculum end of year expectations

3. National Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison with schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessments enables the school leadership team to benchmark the school's performance against others locally and nationally, and make judgements about the school's effectiveness. The government and Ofsted will also make use of nationally

standardised summative assessment to provide a starting point for Ofsted's discussions when making judgements about the school's performance.

National standardised summative assessments include:

- A baseline assessment in year R
- Phonics test in year 1 (including a re-test in year 2 for pupils who do not pass the benchmark in year 1)
- National curriculum teacher assessments at the end of KS1
- Year 4 Multiplication Checks
- National curriculum tests at the end of KS2

Inclusion

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention

Monitoring and Evaluation

The assessment leader, is responsible for updating this policy in line with any new developments in the school and government guidance. All staff are expected to follow the policy and the leadership team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of best practice across the school reporting their findings to the governing body.

Agreed by governors: April 2021

Review date: April 2024

Appendix 1

Banding system

Children will be working in bands, which are progressive, and linked to year groups.

D = Developing - below age related expectations

I = Inline – at age related expectations

M = Mastering – above age related expectations

The national expectation is that each child should be in line with age related expectations at the end of the year.

The tables indicate the age band at which an average child should be working at by the end of the academic year. Some children will be working above these bands, some below, what matters is that they are consistently making progress and always trying their best.

Reception will be assessed against the Early Learning Goals.

Table of codes

	Early learning Goals
Reception	Early Learning Goal (ELG) ELG Emerging = below age related ELG Expected = at age related ELG Exceeding = above age related

Year Group	Bands for end of year expectations
Y1	1D = Developing age related expectations 1I = Inline age related expectations 1M = Mastering age related expectations
Y2	2D = Developing age related expectations 2I = Inline age related expectations 2M = Mastering age related expectations
Y3	3D = Developing age related expectations 3I = Inline age related expectations 3M = Mastering age related expectations
Y4	4D = Developing age related expectations 4I = Inline age related expectations 4M = Mastering age related expectations
Y5	5D = Developing age related expectations 5I = Inline age related expectations 5M = Mastering age related expectations
Y6	6D = Developing age related expectations 6I = Inline age related expectations 6M = Mastering age related expectations

Our assessment is not based on coverage of learning objectives. We aim for all children to achieve a depth of learning and understanding within each age band, through giving children time to master concepts and apply skills in a range of contexts.