



Assessment Policy

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Beardall Fields Primary School

Assessment Policy 2021

Introduction

Children's progress is closely monitored at Beardall Fields in order to provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. Good teaching and assessment should continually reinforce each other and generate continuous improvement.

The three main forms of assessment used are: day-to-day in-school formative assessment, in-school summative assessment; and nationally standardised summative assessment.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teachers to identify gaps and misconceptions in understanding and plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Assessment at Beardall Fields

We have worked together to develop an assessment system that takes into account the criteria of the National Curriculum. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range of recording methods, as detailed below.

EYFS Assessment

Nursery staff will informally monitor development and keep detailed records. This information will enable staff to make a summative judgement, based on information they gather from observations and small group and individual assessments. These assessments will be kept on Tapestry, our electronic assessment programme.

Reception class staff will complete the reception baseline assessment (RBA) on each child within the first six weeks of starting school. Data from the assessment is sent to the Department for Education and will be used to provide the baseline to measure progress from Reception to Year 6.

The Reception staff will make summative judgements three times a year, based on information they gather from observations and small group and individual assessments. This information will be kept on Tapestry.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher and results will be sent to the Local Authority and also included within the Year 1 end of term report. Children who do not meet the expected standard in Y1 will retake the check in Y2.

Children in Year 2 who did not take the phonics check in Year 1 due to Covid-19 will be assessed in the Autumn Term 2021.

SATS

Children in Year 2 and Year 6 will be assessed during May. The results of these assessments will be reported annually to the parents by the governing body. The national expectation is that children should aim to achieve the expected level at the end of Year 2 and at the end of Year 6 using scaled scores. Raw scores will be translated to scaled scores using a conversion table. The national standard is '100'

Year 4 Multiplication Tables Check

Children in Y4 will take the Multiplication Tables check in June to determine whether they can recall their times tables fluently. The results will be sent to the Local Authority and this will help to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Marking and assessment

We will provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking and to respond to marking where appropriate. See *separate Marking Policy for more information*. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning.

Assessments will be completed as a baseline, at the end of a unit of work or as a summative document. Most assessment information will be collected through observations, information in books, pupil self-assessment, precision intervention, independent work, short tests and standardised tests.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort tracking document will be produced each term for Reading, Writing and Maths. Judgements will be based on standardised tests, assessment feedback from the children and teachers, observations, and work contained in books. The cohort documents will contribute to Pupil Progress meeting discussions and toward accountability data.

Pupil progress will be measured by the growth in their security, breadth and depth of knowledge, understanding and skills.

Assessment of the Curriculum 'Big Question' will be used to assess what children have understood from the topic and also the subject specific vocabulary that they have remembered.

Retrieval quizzes will be used as an effective way of increasing retention of information.

Parent partnership

Parent's Evenings will take place in the Autumn and Spring terms for children in Nursery through to Year 6. Meetings will be held with Parents and Carers to help them understand how children are doing in relation to the standards expected and what they need to do to improve.

Parental drop-ins throughout the year will also enable parents and carers to see children's work and to be involved in their learning.

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on summative observations by the teaching staff. Parents and Carers will be encouraged to provide feedback to the school.

Inclusion

Beardall Fields is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs.

We will ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCO, parents and external agencies (where appropriate) to plan tailored support. We will use Individual Support plans, where appropriate, which are reviewed with the child and parents termly. All children are encouraged to achieve their best and become confident individuals. See separate SEND policy for more information.

Professional Development

Teachers will have access to training on statutory assessment arrangements in order to ensure that they are able to conduct assessment confidently and competently. They will have opportunities to moderate work through meetings within our Hucknall family of schools. This will enable collaborative professional development.

Links to Other Policies

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy

- SEND policy

Policy Review

This policy was reviewed and updated in November 2021. Next review date:
November 2022