

# Assessment policy

The Beeches Primary School



<b>Approved by:</b>	Governing Body	<b>Date:</b> March 2023
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### 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. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with our funding agreement and articles of association.

### 3. Assessment approaches

At The Beeches Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 3.1 In-school formative assessment

Effective in-school formative assessment enables:

- › **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At the Beeches Primary School we use a range of formative assessment techniques such as:

live marking and feedback (see Feedback policy); regular short re-cap quizzes; low-stakes quizzing; 'flashback' opportunities; Century; Timestables; RockStars; Accelerated Reader; TWLS; Numbots; Little Wandle Half-termly Assessments; and self and peer assessment. They are used to assess knowledge, skills and understanding, and identify gaps and misconceptions. Pupil interviews also are used to assess children's long term knowledge.

We aspire for all pupils to keep up with learning and remember the knowledge that has been taught. At least 85% of pupils should remember 100% of what they have learnt.

We expect pupils to retain knowledge of what they have been taught and contents of knowledge organisers.

Leaders monitor against the knowledge set out in the Knowledge Progression documents for each subject through pupil interviews.

Lessons are adjusted accordingly.

### 3.2 In-school summative assessment

Effective in-school summative assessment enables:

- › **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 evaluate learning at the end of a unit or period and the impact of their 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** to stay informed about the achievement, progress and wider outcomes of their child across a period

At the Beeches Primary School, we follow a calendar of summative assessment for all year groups.

Summative assessments provide useful information about cohorts, groups and individuals. There are 3 summative points for each year group (more for Year 6).

The PiXL termly tests are used to record attainment in reading, GAPS and mathematics. Each test can be analysed to produce a question level analysis (QLA's) document which provides an oversight of the children's areas of development from their assessment. The QLA's contain key content domains and enable teachers to measure, track and share children's attainment.

#### PiXL website and PrimaryWise

The website [www.pixl.org.uk](http://www.pixl.org.uk) is where staff can access the learning platform PrimaryWise, book onto events and conferences via our Events calendar, as well as access growing interactive resources and view school details.

All the resources are available on PrimaryWise which brings together the key elements of tracking, managing the Personalised Learning Checklists, accessing valuable resources, tests and question level analyses all on the same platform. The strength of PrimaryWise allows staff to select which therapies can be accessed and provide them with the ability to quickly and simply identify and plan for groups of children who require additional support and teaching.

## **Test Papers**

Test papers exist for Reading, GPS and Maths. These tests also have a corresponding Question Level Analysis (QLA) tool which will give staff individual pupil reports, and an overall report for your cohort.

### **› Year 1 Test Papers**

These tests are diagnostic and can be used as conversational tools to assess children's learning in reading and maths. See timetable for more information.

### **› Years 2 Test Papers**

These tests are undertaken each term in reading, GPS and maths. These tests are taken from previous KS1 SAT tests. See timetable for more information.

### **› Years 3-5 Test Papers**

These tests are undertaken each term in reading, GPS and maths. See timetable for more information.

### **› Years 6 Test Papers**

These tests are undertaken each half term in reading, GPS and maths. Some of the contents of these tests are taken from previous KS2 SAT tests. See timetable for more information.

## **Writing**

Writing will be assessed using writing indicators for each year group derived from the PiXL PLCs. Each year group will have statements that addresses the working towards expectations, working at expected and working at greater depth within the expected standard. These are recorded on INSIGHT.

There is an expectation for writing opportunities to take place at least 3 times a term. These pieces of writing need to be formally assessed using the writing indicators for the year group that the child is working on.

## **Moderation**

Standards Leads/Lead Practitioners/Teachers moderate work at similar levels across school to ensure that their judgements are accurate. Summative assessment judgements are based on professional judgement and a variety of writing evidence which will come from across the curriculum subjects e.g. R.E Science.

Writing will be assessed "over time" so that there are ample opportunities for children to meet the expectations of the standards they are working towards in their year group. The model that The Beeches has adopted is the "secure fit model" meaning that children must have evidence of all statements that been achieved (over a collection of work) before being awarded that standard.

## **PiXL Assessment Language**

Once each child has completed their assessment using a test paper, their raw score will be marked and converted using the scaled score conversion tables and then using the scaled score the children will be assigned a "PiXL" grade. See table on the next page.

<b>A1</b>	<b>Greater Depth Children</b> Consistently performing at a higher standard within their year group
<b>A2</b>	<b>Higher Expected/Potential to achieve GDS</b> Therapy/intervention needed to secure GD standard
<b>E1</b>	<b>Expected Standard</b> Children are securely at the expected standard and national expectation for their age group
<b>E2</b>	<b>Lower end of Expected Standard</b> Children are targeted to secure achieving national expectations for their year group. This will often be through quality first teaching or targeted support.
<b>B1</b>	<b>Working Towards Standard – Key Marginals</b> Children that are currently below the standard of the test, however, through the use of therapies to address gaps in their knowledge, have potential to meet the expected standard and national expectation for their Year Group.
<b>B2</b>	<b>Working Below Standard</b> Not on course to meet national expectations or the child is working below the standard of the year group tests *Currently a scheme of work is being developed for these children. Children can be tested on lower year groups test/progress can be qualitative and based on books

**% of children achieving E1+ in RWM would give you your combined % to compare against national or WIG.**

We use this language in all our in-school summative assessment which sum up what a child has achieved over a period of time. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school. These judgements are also recorded on INSIGHT.

## How results of Primary summative assessments are tracked through school

We use prior attainment groups (PAG) and aspirational targets to set the annual wildly important goal (WIG) which is then imputed into the combined PiXL tracker. The WIG must be set before the end of September of each year and will be validated by the Standards Leads to ensure accuracy.

INSIGHT is used alongside PiXL as a means of recording both test results and whether the children have met age related expectations. The Standards Leads will then use the data from INSIGHT to analyse data and produce data reports after each assessment period. The Senior Leadership Team use the reports produced by the Standards Leads to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The reports highlight children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment data is communicated to all stakeholders.

## Assessing pupils with SEND

The Beeches Primary School has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and specialised testing (B2 PiXL Programme) to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual. Progress in communication or social skills may be considered as well as alternative methods of recording. Further assessments we track on INSIGHT for SEND pupils are: Reading Age, Reading NRSS, Reading Fluency, BPVS, YARC, Pre-key stage statements, SEND Developmental Journal and Phonics assessments.

## Assessing the most able pupils

We will ensure that all pupils, including the most able, do work that deepens their knowledge, understanding and skills, rather than simply undertake more work of the same difficulty or going on to study different content. During pupil progress meetings there will be a specific focus regarding more able attainment and progress. Where support for an individual child is identified, intervention will be provided for those children aspiring to achieve greater depth within the expected standard using PiXL's A2 programme.

We will ensure the progress of pupil groups especially disadvantaged pupils (those in receipt of pupil premium) and other groups including the more able and those with SEN.

## Assessing children in EYFS

Our EYFS practitioners base their assessment on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and any other relevant adults.

Teachers use the Development Matters Documents/O Track to record children's progress in typical behaviours for 22 – 36 months, 30 – 50 months, 40 – 60+ months and early learning goals.

## 3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- › **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 reception
- › Phonics screening check in year 1
- › Times tables check in year 4
- › National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

## 4. Collecting and using data

Summative Assessment data is collected at 3 points during the school year. It is used to inform teaching and learning through identifying gaps in pupils' knowledge. It is shared with leaders, governors, teachers, the pupils and parents.

Support is provided for Gaps analysis and data collection in order to reduce teacher workload. This is under direction of the Headteacher.

## 5. Reporting to parents

Assessment data is reported to parents through annual reports and parent consultation evenings.

Annual reports to parents must 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, except where the pupil is in:

- The reception year;

Where attendance should be reported, it should include:

- The total number of possible attendances for that pupil, and
  - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- At the end of KS1 and KS2:
- Outcomes of statutory National Curriculum teacher assessments
  - Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
  - The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2: required, KS1: if parents request)
  - A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

## 6. 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 use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. 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.

## 7. Roles and responsibilities

### 7.1 Governors

Governors are responsible for:

- › Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- › Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- › Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

### 7.2 Headteacher and Leaders

The headteacher and Leaders are responsible for:

- › Ensuring that the policy is adhered to
- › Monitoring standards in core and foundation subjects
- › Analysing pupil progress and attainment, including individual pupils and specific groups
- › Prioritising key actions to address underachievement
- › Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- › Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

### 7.3 Teachers

Teachers are responsible for:

- › Following the assessment procedures outlined in this policy
- › Being familiar with the standards for the subjects they teach
- › Keeping up to date with developments in assessment practice

## 8. Monitoring

This policy will be reviewed yearly by the Headteacher and leaders. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher and Leaders are responsible for ensuring that the policy is followed.

The Headteacher and Leaders will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Lesson observations
- Book scrutinies
- Pupil progress meetings

## 9. Links with other policies

This assessment policy is linked to:

Curriculum policy; Feedback Policy; Early Years Foundation Stage policy and procedures