



# BROADFIELD PRIMARY SCHOOL

## Assessment Policy

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**Signed:**

**Date:**

**Position:**



## **Introduction**

Broadfield Primary School believes that effective assessment provides information to improve teaching and learning. Our children are given regular feedback on their learning so that they understand what it is that they need to do better. This allows the school to base lesson plans on a detailed knowledge of each pupil. The school reports regularly to parents on their child's progress (at least once per term) so that teachers, children and parents are all working together to raise standards for all children. If parents would like an update in between these times they are able to request a meeting with their child's class teacher.

## **Aims and objectives**

The aims and objectives of assessment at the school are:

- to build a picture of children's attainment and progress;
- to compare a child's current attainment and progress with age related expectations;
- to enable children to demonstrate what they know, understand and can do in their work;
- to help children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

## **Planning for assessment**

The school follows the new 2014 National Curriculum for KS1 and KS2 pupils and the Early Years Curriculum (EYFS) for pupils in our Nursery and Reception classes. The 2014/2015 cohort of Year 2 and Year 6 children will follow the previous national curriculum. These documents set out the aims, objectives and values of the school and give details of what is to be taught to each year group. The assessment guidance in these documents is used to help identify each child's level of attainment. The attainment of children in EYFS is assessed on an ongoing basis and in relation to 'typical developmental age bands' as described in the DFE 'Early Years Outcomes.'

Lessons are planned with clear learning objectives and steps to success (the small steps a child needs to take in order to meet the objective) based upon the teacher's detailed knowledge of each child. The school strives to ensure that all tasks set are appropriate to each child's level of ability. There are clear expected outcomes for each lesson with a note made of those individual children who do not achieve at the expected level for the lesson which is used when planning for the next lesson and to make comments in the children's profiles.



## Herts for Learning Steps

Broadfield Primary School has adopted the Herts for Learning Assessment Programme.

By using the Hertfordshire steps assessment strategy we aim to:

- Emphasise the importance of formative assessment on a day-to-day basis;
- Continue to promote good assessment practice integrated into rich classroom teaching and learning;
- Make use of approaches to talking to pupils and parents about their learning which are not about 'labels' but based on knowledge gained and skills acquired;
- Create a tracking system that provides data for staff, governors and Ofsted to check pupils are 'on track' to reach both age related expectations and their own expected progress.

The expectations of learning are divided into key phases:

Phase A = expectations for Years 1-2

Phase B = expectations for Years 3-4

Phase C = expectations for Years 5-6



## Entering, Developing, Securing and Mastering

The Herts for Learning assessment system is based on the concept of Entering, Developing, Securing and Mastering. It is expected that children who are at the expected level of attainment for their age are in the 'Securing band' at the end of the year. This is known as Age Related Expectations (ARE).

Those children who are exceeding expectations will be in the 'Mastering band'. Within this they will be given opportunities to deepen and widen their knowledge and understanding of the relevant phase of the national curriculum.

The school will share with parents which band their child is working within as part of the end of year report.

Entering	The child is providing evidence of a <u>few</u> aspects of the criteria for that age range.
Developing	The child is secure in <u>many</u> aspects of the criteria.
<b>Securing (ARE)</b>	The child is secure in <u>most</u> of the criteria.
Mastering	The child is secure in virtually <u>all</u> of the criteria.

Once a teacher has made their professional judgment of what band each child is in, that judgment will be entered on our computer system. As a school we are then able to track individuals, groups, classes and year groups for their attainment and compare these results to national figures. From this data we then reflect upon our practice to accelerate progress for those who need it.



## **Target setting**

Every school is required to set End of Key Stage targets in mathematics and English each year. Broadfield Primary School sets targets in mathematics and reading and writing for all children at the beginning of each academic year. A review and evaluation of the progress of each child is made termly at Pupil Progress Meetings held by the class teacher and members of the Senior Leadership Team. At this time revised targets are set if necessary and additional provision is planned for as required.

Information about every child's academic journey and where they are targeted towards is available on the school's assessment data base.

## **Data Analysis**

The school uses a range of reports such as RaiseOnline (from the DFE), Performance Information Units (from Herts for learning) and those generated by Assessment Manager 7 (school data base system) to analyse its performance in the core subjects compared with similar schools locally and nationally.

## **Recording**

The following are examples of how teachers at Broadfield Primary School 'build a picture' of each child's attainment and progress:

- Big writing folders (Years 2-6) include evidence of independent writing;
- Herts For Learning assessment sheets are highlighted for a range of pupils for reading, writing and maths.
- Summative assessments in Foundation subjects are recorded annually on AM7, informed by a range of evidence. Teachers and subject leaders monitor that children are attaining similarly in foundation subjects and core subjects.
- Written evidence is included in exercise books for Maths, English, Science, RE and other subjects. At times, work is completed on paper and kept in folders. Key exercise books are taken to the next class and stored for a year. These are kept in the receiving classroom.
- An art book/folder may be kept by each teacher containing photos or examples of work covered throughout the year.
- PE is assessed on a half-termly basis by the coach who teaches the class. The assessment is linked closely to the national curriculum and covers the key components in both key stages. The assessment uses a traffic light system to assess the percentage of children achieving targets against the national curriculum.
- In EYFS observations and identified next steps are recorded in individual children's learning journals.



## **Children with SEND**

Through assessment a child may be identified as having a special educational need or disability (SEND). The School's Internal Records of Special Educational Needs (see SEND Policy) have been updated in accordance with the requirements of the Code of Practice and include: staged records and reviews, SEND register etc. provision will be adapted in accordance with these identified needs.

## **Reporting to parents**

The school has a range of strategies that keep parents fully informed of their child's progress in school. The school encourages parents to contact the school if they have concerns about any aspect of their child's work.

Each term parents are offered the opportunity to meet their child's teacher. The teacher will discuss strengths and areas for development, along with pupil's behaviour, social interaction and attitudes to learning in these meetings. The children are invited to accompany their parents on this visit. Parent can request a meeting with teachers for clarification of the school report if needed at the end of the summer term.

During the summer term all parents are given a written report of their child's progress and achievements during the year. These clearly show if the child is working at, below or above the expected level. In this report, target areas for the next school year are also identified. There is a space where the children can offer their own evaluation of their performance during the year as well as a space for parental feedback.

Parents receive a termly curriculum map from each year group that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

At the end of the Reception year summative judgements are made using the statutory EYFS profile. At the end of Key Stage One (Year 2) and Key Stage Two (Year 6) the statutory assessment results for both the school and individual pupils will be shared with parents.

## **Feedback to pupils**

Feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. The school has an agreed system for marking, to ensure all teachers mark in the same way (please see marking policy). The school places very high importance on effective feedback to pupils. Pupils are expected to respond to teacher's feedback and demonstrate their learning in their subsequent work.



### **Moderation and Consistency**

All subject leaders view examples of children's work within their subject area to make judgements about their current attainment. All our teachers discuss these, so that they have a common understanding of the expectations in each subject. By doing this consistent judgements about standards in the school can be made. Moderation meetings (both internal and external) are held several times a year in core subjects. In addition, county moderators visit the school from time to time to ensure consistency with other schools.

### **Monitoring and review**

The assessment co-ordinator is responsible for monitoring the implementation of this policy with specific time allocated for this vital task. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom. Link governors will liaise with subject leaders on a regular basis to keep apprised of developments, standards and achievement in their responsibility areas.



# Policy Audit

**Policy** Assessment  
**Committee** School Improvement  
**Policy Owner** D.C

Date	Original Version Number	Amendment Made	Reason for Change	New Version Number	Committee Ratified Date	FGB Ratified Date
20.11.2013	1.2	Extensively re-written by new SLT	School Improvement	V2.0		
30.11.2013	2.0	Added PE to Recording section		V2.1		
17.12.2014	2.1	Updated to align with new National Curriculum	New National Curriculum	V2.2		