



Boxgrove
Primary
School

Boxgrove Lane, Guildford, Surrey GU1 2TD

Headteacher: Mrs Alison Fitch BA (Hons) QTS & Mrs Rebecca Stacey BA (Hons) QTS

ASSESSMENT POLICY

At Boxgrove we want every child to:

- Love learning
- Find their strengths and talents
- Achieve more than they thought possible.

Introduction

The main purpose of assessment at Boxgrove is to optimise the learning of each individual child. Assessment is viewed as essential to, and an integral part of effective teaching and learning.

Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#). It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Aims

- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting
- To gather information to inform and enhance what will be taught next
- To provide information to inform the school's strategic planning
- To track individual progress
- To identify gaps in learning and plan next steps.

Type of Assessment

The four categories of evaluation provide feedback for various purposes: those that provide information for next steps in teaching (Assessment for Learning) and those that are based on grades and ranks achieved (Assessment of Learning).

Assessment for Learning

Formative - the information gained affects the next learning experience.

Diagnostic - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress and inform intervention planning.

Assessment of Learning

Summative - systematic recording of information which leads towards an eventual overall view of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Evaluative - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations
- **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
- Multiplication Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

Use of Assessment

Assessment provides meaningful and useful information about pupils' achievement and progress transferring with the pupils as they move between classes and Key Stages. We use data to analyse performance in terms of cohorts or pupil groups as well as analysis of the achievement and attainment of individuals. Currently progress tracking data is stored in the Schools Information Management System (SIMS) and on MARK Rising Stars.

Use of SIMS and MARK - Rising Stars

It is each teacher's responsibility to update SIMS once a term with pupils' current attainment in reading, writing, and maths so each pupil's progress can be tracked and monitored regularly. This tracking data will be monitored by class teachers, year group leaders, Phase Leaders, the Assistant Headteachers and the Headteachers to set targets accordingly.

Teachers will use their assessment tracking to inform, monitor and assess each pupil's progress in reading, writing, and maths. Class teachers and Phase Leaders will meet termly with the Headteachers and Assistant Headteachers to review/analyse their data and set recommendations to support progress.

See appendix A – **Boxgrove Year Group Tracking**

Who is Informed About Assessment

Teachers will know:

- Where the pupils are starting from (baselines)
- Whether most children have achieved the Learning Objective
- Whether pupils are making expected progress
- Whether sufficient progress has been made against national expectations
- How pupils are applying their skills, knowledge and understanding across the curriculum
- Which pupils need support and in which areas
- Which pupils need extension work
- Whether planning for activities, resources and staffing is properly targeted
- Through reflection how they can do it better next time.

The Headteacher and Leadership Team will know:

- Whether pupils are making progress
- Whether the pupil's progress is in line with the school's targets
- How our school compares with other similar schools
- What aspects of the curriculum need further development?

The Parents/Carers will know about:

- The progress their child has made
- Support that their child may need
- How the child is doing compared with others of the same age
- What they can do to help.

The child will know:

- The progress they are making
- Next steps they need to improve their learning
- How they learn best.

Characteristics of effective assessment practice

At Boxgrove we believe that good assessment can be used to raise standards of attainment and improve children's attitudes and response.

Feedback

Our Feedback Policy outlines the variety of methods used to provide children with effective and timely feedback and next steps.

1. Whole class verbal feedback.
2. Modelling.
3. Live whole class feedback (using visualiser or Reflector on iPads).
4. Live individual feedback under visualiser.
5. Self-assessment and Peer-assessment.

Children to tick correct answers as required and verbal feedback to be given to children throughout the school day. Purple polishing pens should be used by children where appropriate to respond immediately to the adults' verbal feedback. Where appropriate, feedback should be linked to the learning objective. Children to also self-assess learning in purple polishing pen. As well as verbal feedback, teachers can choose to give group feedback when appropriate.

Assessments include:

- Early Years Foundation Stage profile at the end of Reception
- Statutory assessments at the end of Key Stage 1 and Key Stage 2, including the end of Key Stage 2 transfer record
- Non-statutory assessments, National Test Style
- Multiplication Check in Year 4
- Annual reports to parents clearly identify progress in skills, knowledge and understanding, along with the next steps in learning
- Regular time to monitor, assess and level pupils work in English and Maths in KS1 and Key Stage 2
- Parents' Consultation meetings – Autumn / Spring
- Phonics check in Year 1
- Grids for: science, geography, history, DT, art, PE, computing.

ASSESSMENT – National Test Style Assessments (NTS)

Termly tests in reading and maths will be used to enable teachers to benchmark children's performance, track progress against national averages and support teacher assessment judgements. Once tests have been administered, individual question scores should be entered into MARK (My Assessment and Reporting Kit) – Rising Stars. Teachers should use the reporting tools within MARK – Rising Stars to review a gap analysis for individual and groups of children. In turn this gap analysis and knowledge of misconceptions should support future planning and intervention.

No More Marking

No More Marking uses comparative judgement to assess children's writing. Once a year, through 6 judgement windows (for Years 1 – 6), children write to a given task. Through the process of comparative judgement children's writing is assessed by staff across the school. This process provides teachers with individual, whole school and nationally benchmarked data. Teachers are then able to identify trends in writing data and plan whole class teaching and interventions appropriately.

Reporting to parents

Parents are encouraged to discuss children's work with staff on a regular basis. Staff lead 'drop in' clinics for parents to view children's work and discuss progress and attainment. Informal meetings may be initiated by the teacher or the parent at any time.

For those children on the SEN register there are regular meetings to discuss SEN Support Arrangements in place.

Formal Parent Consultation meetings occur in the Autumn and Spring terms, with an opportunity for feedback on annual written reports provided in the Summer term. Meetings inform parents of the curriculum, objectives, expectations and their child's progress and attainment.

Inclusion

We ensure that there are opportunities for children of all abilities to complete appropriate assessment tasks free from stereo typed or biased expectations. There is equality for those learning English as a second language and for pupils from all different learning backgrounds. Any analysis of assessments also includes any significant gender differences that are investigated in order to inform teaching and learning.

Monitoring

The assessment co-ordinator, Headteacher and Leadership Team ensure this policy is implemented consistently throughout the school using strategies such as moderation, lesson observations, book scrutinies and pupil progress meetings.

Links with other policies

The assessment policy is linked to:

Feedback Policy

Curriculum Policy

Appendix A

Year Group Tracking

	autumn			spring			summer		
	towards	expected	exceeding	towards	expected	exceeding	towards	expected	exceeding
Reception	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
1	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
2	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9
3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9
4	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9
5	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9
6	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9

- A progress score has been devised from 0.1 to 6.9, which will plot the children's learning journey across the school
- Most children will be entered on year group band of steps e.g year 2 (step 2.1 to step 2.9)
- A baseline entry will be made for each child, using handover data to confirm starting point, which will be summer end. This would be the previous year's end point
- E.g year 2 expected child = 1.8 starting point
- Children's current attainment will be entered at the end of each term
- Expected progress can then be assessed
- Over the year expected progress is 1.0.