

Assessment for Learning Policy

Brookfield Community Primary School



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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

3. Principles of assessment

Assessment is used to inform teaching and to gather information about pupils' attainments.

The focus of written and verbal feedback is to give students a clear understanding of how well they have gained knowledge, concepts and skills.

Marking will help students to progress in their learning and will be meaningful, manageable and motivating.

A variety of marking strategies will be used to ensure teacher workload is minimized.

Pupils on the SEND register, who are working significantly below the National Curriculum expectations for their age, will be assessed using the PIVATs approach or the Cherry Garden branch maps.

4. Assessment approaches

At Brookfield Community Primary School assessment is seen 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.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a day-to-day 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

This is achieved through marking pupils' work; sticky knowledge quizzes; pupil discussions; observational approaches; questioning; retrieval practice activities and self and peer assessment techniques.

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 and maximise progress and attainment
- **Teachers** to evaluate learning at the end of a lesson or unit 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

Pupils, from Years 1, 3, 4 and 5 undertake termly NFER tests (Y1 from the Spring Term). These tests have been selected because they are research-based and highly recommended. Teacher guides enable staff to assess with confidence.

In Years 2 and 6, in preparation for statutory assessments, pupils complete past SATs papers. These are used for the above purposes.

Pupils who are learning phonics using the Read Write Inc programme will be assessed and regrouped every ten weeks by the Reading Leader.

In Maths, White-Rose End of Unit assessments are used flexibly across years 1 - 6 to inform teaching and intervention priorities.

In Reception baseline and termly assessments, using 'Brookfield Foundational Milestones' are completed and collated in September (on-entry), December, April and June. At each stage provision is influenced by this assessment and focuses on any child at risk of not meeting the termly benchmarks. Information is presented in a school termly tracking document.

All assessments are analysed by class teachers and this information is used to plan future learning, targeted intervention and to track pupils' progress.

Termly moderation takes place to ensure that assessment implementation and marking is consistent.

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:

- Reception Baseline Assessment (RBA)
- Early Years Foundation Stage (EYFS) profile at the end of the Reception year
- Phonics Screening Check in Year 1 and the recheck (as appropriate) in Year 2
- Multiplication Tables Check in Year 4
- Optional National Curriculum tests at the end of KS1
- National Curriculum tests at the end of KS2.

5. Collecting and using data

Assessment data is collated by class teachers who input data for identified subjects or groups within the 'NFER Hub' platform or within SATs analysis spreadsheets to complete their analysis. Pupil progress is summarized within school documentation used in subsequent termly progress meetings.

Purchasing commercial tests, including teacher guides and analysis tools, supports teacher workload. Having three data collection points per year ensures that assessment is manageable for staff and that it does not encroach disproportionately into teaching time. Pupil progress documentation is simple and streamlined and is pre-populated with prior attainment and other pupil details to support teacher workload. Documentation also highlights disadvantaged pupils (FSM, CWSW, CLA) and those who have SEND.

6. Reporting to parents

Information about pupils' progress is shared with parents three times per year at Parents' Evenings and in pupils' annual reports. Both Parents' Evenings and annual reports comment on academic progress, attendance record and highlight strengths and areas for development. Parents are offered an opportunity to discuss the annual report with their child's teacher in the summer term.

Attendance information includes:

- The total number of possible attendances for that pupil;
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

➤ At the end of KS2 the following are shared:

- 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'

7. 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. This includes Speech and Language assessments undertaken by Bridge Speech Therapy and diagnostic tests (GL Assessment).

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. Access arrangements will be used as appropriate. Children will be assessed using the PIVATs system in conjunction with teacher assessment.

8. Training

Regular CPD provided by the school and the local authority ensures that teachers are kept up to date with developments in assessment practice. Senior Leaders provide coaching support to other staff enabling them to refine and optimize their approaches.

9. Roles and responsibilities

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

Headteacher

The headteacher is 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

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

10. Monitoring

This policy will be reviewed every two years by the Headteacher and Senior Leadership Team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Jill Lucas is responsible for ensuring that the policy is followed and will monitor the effectiveness of assessment practices across the school through:

- Observations / learning walks
- Pupils' work analysis
- Pupil interviews
- Data analysis
- Pupil Progress Meetings

11. Links with other policies

This assessment policy is linked to:

- Teaching and Learning policy
- Early Years Foundation Stage policy and procedures
- Individual subject policies

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	Baseline assessment to LA Brookfield Milestones - Foundational Skills On-Entry Assessment SALT assessments	Brookfield Milestones - Foundational Skills Termly Assessment Pupil Progress Meeting		Brookfield Milestones - Foundational Skills Termly Assessment Pupil Progress Meeting		Brookfield Milestones - Foundational Skills Termly Assessment EYFS Profile Assessment SALT assessments Pupil Progress Meeting
Year 1	Writing Assessment SALT assessments RWI Phonics Assessments	Teacher Assessment NFER Reading, Maths & SPaG RWI Phonics Assessments Pupil Progress Meeting	Writing Assessment PSC Practice RWI Phonics Assessments	NFER Reading, Maths & SPaG PSC Practice RWI Phonics Assessments Pupil Progress Meeting	RWI Phonics Assessments Phonics Screening Check	NFER Reading, Maths & SPaG Pupil Progress Meeting Writing Assessment
Year 2	Writing Assessment	KSI SATs 2025 KSI Writing Teacher Assessment	Writing Assessment	KSI SATs 2026 KSI Writing Teacher Assessment		KSI SATs 2027 KSI Writing Teacher Assessment
Year 3	Writing Assessment Reading Plus - Baseline	NFER Reading, Maths & SPaG Pupil Progress Meeting Writing Assessment	Writing Assessment Reading Plus - Progress	NFER Reading, Maths & SPaG Pupil Progress Meeting Writing Assessment	Writing Assessment Reading Plus - Final	NFER Reading, Maths & SPaG Pupil Progress Meeting Writing Assessment
Year 4	Writing Assessment MTC Practice	NFER Reading, Maths & SPaG Writing Assessment MTC Practice Pupil Progress Meeting	Writing Assessment MTC Practice	NFER Reading, Maths & SPaG MTC Practice Pupil Progress Meeting Writing Assessment	Writing Assessment Multiplication Tables Check	NFER Reading, Maths & SPaG Pupil Progress Meeting Writing Assessment
Year 5	Writing Assessment	NFER Reading, Maths & SPaG Writing Assessment Pupil Progress Meeting	Writing Assessment	NFER Reading, Maths & SPaG Writing Assessment Pupil Progress Meeting	Writing Assessment	NFER Reading, Maths & SPaG Writing Assessment Pupil Progress Meeting
Year 6	KS2 SATs 2023 Target Setting	KS2 SATs 2024 Pupil Progress Meeting	KS2 SATs 2025	KS2 SATs 2026 Pupil Progress Meeting	KS2 SATs 2027 KS2 Writing Teacher Assessment	Pupil Progress Meeting