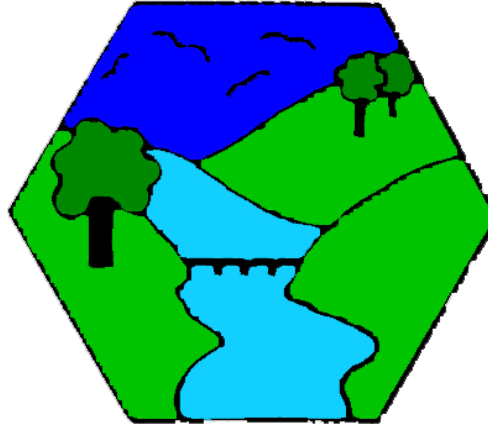


BY BROOK VALLEY CE PRIMARY SCHOOL

Assessment Policy



Last Review Date: July 2024

To be Ratified By Governors Date: November 2024

Next Review Date: July 2026

Roots to grow, wings to fly
"They will soar on wings like eagles" Isaiah 40:31

Registered Address: By Brook Valley Academy Trust, The Street, Yatton Keynell, Wiltshire,
SN14 7BA

Registered in England and Wales
Company Registration No. 8020467

Equal opportunities lie at the heart of all that we do at By Brook Valley Primary CE School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils. The policy is designed to be child-centered and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them.

Our Vision

Roots to grow, wings to fly

“They will soar on wings like eagles.” Isaiah 40:31

The roots of our school community, based on our Christian values, nurture, help and support us to grow to be the best versions of ourselves. The wings of faith allow us to soar freely and flourish now and in the future

At By Brook Valley we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This policy should be read and understood from this perspective.

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices		Date	July 2021
EIA CARRIED OUT BY:	DJN	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	Very young children may not understand the feedback given, or be able to read feedback	Age appropriate assessments can positively affect the attitudes and learning
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	Disabilities may affect the children or parents' ability to read or hear assessments, or to understand the feedback. Lack of self esteem may affect attitudes to feedback.	
Gender Reassignment (transsexual)	N/A	N/A
Marriage and civil partnership	A negative impact could occur if assessment information is not communicated to all individuals with	

	parental responsibility	
Pregnancy and maternity	N/A	N/A
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	Assessments may not be understood by parents' or children whose first language is not English, unless they are translated	
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	N/A	N/A
Gender (male, female)	Assessments which favour one gender over the other are not providing equal opportunity	
Sexual orientation (gay, lesbian, bisexual; actual or perceived)	N/A	N/A

Any adverse impacts are explored in a Full Impact Assessment.

Introduction

This Policy outlines the purpose, nature and management of assessment at By Brook Valley CE Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at By Brook Valley and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is:

- To give a clear outline of all assessment techniques at By Brook CE Primary School
- To ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.
- To set out how assessment will be monitored and evaluated

Roles and Responsibilities

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

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Recording assessment data and key objectives on INSIGHT assessment
- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- Informing the member of leadership of any children they are concerned about in a timely fashion
- Reporting the results of statutory tests
- Reporting their child's progress to parents

Curriculum subject leaders are responsible for:

- Monitoring and analysing assessment within their subject area

The SENDco and Inclusion Leader is responsible for:

- Collecting data for all SEN children
- Monitoring the progress and performance of SEN children

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.

The designated office staff are responsible for:

- Inputting relevant data in the school's SIMS system
- Supporting with data inputting or statutory assessment reports

Entitlement

It is the entitlement of every child at By Brook Valley CE Primary School to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Equal opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and/ or disabilities and children whom English is an additional language to be given a differentiated curriculum, which meets their needs.

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. 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.

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. They will gain views from parents, the pupil and any external specialists.

For all children identified as having additional needs a 'My Support Plan' is drawn up by the teacher and SENDco & Inclusion Manager, child, parent(s) and additional agencies and /or adults within school where appropriate.

Implementation

Assessment is a daily part of the life of the school.

The purposes of assessment at By Brook Valley CE Primary School

- To provide information to identify and support the next steps in learning and inform planning for improvement or progression.
- To track individual progress.
- To gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- To analyse the performance of groups and cohorts of pupils in order to identify priorities for school development.

Assessment consists of two main areas:

ASSESSMENT FOR LEARNING:

This is an integral part of the teaching and learning process at By Brook Valley CE Primary School.

Formative assessment is carried out by teachers and teaching assistants every day, in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. Additionally, it enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support, consolidation or challenge as necessary.

For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective. Teachers can then identify how they can improve.

The methods of formative assessment we use include:

- Questioning, observation and dialogue
- Use of individual, group or whole- class feedback
- Checking work in books
- Providing assessment tasks to assess the way a pupil has applied their skills and knowledge
- Low stakes quizzes
- Retrieval tasks and questions at start of lessons
- Use of white-boards
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ASSESSMENT OF LEARNING

- Summative - systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.
- Summative assessments are used to assess what a child can do at a particular time, and are used as one part of overall teacher assessment. They can include diagnostic tests for targeted children, which could include pupils with Special Educational Needs or those with English as an additional language.
- This includes all formal tests and examinations and enables teachers and senior leaders to identify the needs of pupils, set realistic targets and identify trends

Nationally standardised summative assessment:

At By Brook Valley Primary School, nationally standardised summative assessments include:

- Early Years Reception Baseline Assessment
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- Phonics screening re- check for any pupil in Year 2 who did not pass in Year 1
- Multiplication Tables Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2)
- National Curriculum tests and teacher assessment at the end of Key Stage 2 (year 6)

Nationally standardised summative assessment enables:

- School leaders, including governors to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve at least good progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Senior leaders and governors to assess teachers' performance as part of the performance and appraisal process
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally
- The Senior Leadership Team and governors, in conjunction with core subject leaders, to analyse the results of all statutory assessments and consider the implications for the content and delivery of the curriculum in each key stage.

Accuracy and consistency of judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. Internal and external moderation is used to validate teacher assessment across the school. Professional Development Meetings and Teacher Development days are arranged for teachers to compare judgements and agree standards. The school also aims to facilitate moderation with colleagues in other schools to ensure that our judgements are accurate and consistent. In addition, at times, statutory teacher assessments at the end of Key Stage 1 and Key Stage 2 can be moderated by the Local Authority.

Staff members attend training meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Data Collection

The school uses INSIGHT assessment as its assessment management system. Teacher Assessment & statutory assessments are recorded on INSIGHT. SIMS is also used to upload or download statutory assessment information. All teaching staff and SLT can access data for all children across the school.

Input of data for reading, writing and maths (including progress against key learning objectives) takes place 3 times per year at the end of the autumn, spring and summer terms.

Teachers are expected to analyse reading, writing and maths data for their class in preparation for Pupil Progress Meetings (PPM) which take place with SLT and core subject leaders three times a year. Teachers will discuss targeted pupils and intervention strategies applied together with any other relevant information, which will be carried forward to the next term or academic year.

Input of data for all other subjects (including progress against key learning objectives) takes place twice a year. This information is then analysed by curriculum subject leaders and reported to SLT through the Annual subject review documentation.

The Senior Leadership Team, in conjunction with core subject leaders, will analyse whole school performance and will report the results of all statutory assessments and consider the implications for the content and delivery of the curriculum in each key stage.

Assessment information will be provided to the governors [via the CT&L committee] 3 times per academic year, for all pupils, and for pupil groups in order for the governing body to monitor and evaluate the school's performance and progress towards strategic goals.

Reporting to parents

Parent/teacher consultation evenings take place twice a year, in the autumn and spring terms. During these meetings, teachers share the pupils' performance against expectations, next step targets and the progress pupils have made to date.

An open-door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Parents of children with a 'My Support Plan' or an 'EHCP' will be given additional opportunities to meet with the SENDco and Inclusion Manager.

Parents receive a written report during each academic year. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

The basis for written reports is to inform parents of their child's:

- Performance in the core and foundation subjects
- Attainment against age related expectation
- Attendance as a percentage with the number of unauthorised absences
- Brief achievements across the curriculum
- Targets for future learning

Additionally, parents will be informed of the results of external statutory assessments their child has taken.

Monitoring and Evaluation

- The headteacher and governors will ensure this policy is implemented consistently throughout the school.
- This policy will be evaluated and reviewed bi-annually by the CT&L committee and FGB.
- Any implications relating to issues for the whole school will be considered for inclusion in the school improvement planning.