



Brunswick Park Primary School

Learning for living through Respect, Support and Challenge

ASSESSMENT POLICY

1. Aims

At Brunswick Park Primary School our aim is to produce independent learners. We encourage our pupils to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both pupils' motivation and capacity to learn. Consequently the strategies used within this policy and our Teaching and Learning Policy, can have a considerable impact on raising achievement.

We believe the key purpose of assessment is to move all pupils on in their learning in order for them to be secondary ready. Continued monitoring of each pupil's progress gives a clear picture of what each pupil is doing and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what pupils are doing and informs future planning. The outcomes of our assessments will help pupils become involved in raising their own expectations. Through assessing, recording and reporting on pupils' work, we aim to:

- Enable pupils to understand what they have to do to reach the end of Year and Key stage expectations.
- Allow staff and pupils to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order to allow them learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.

2. Principles

The principles that underpin assessment at Brunswick Park are:

- Every pupil can achieve: teachers at Brunswick Park Primary have the mindset, 'What do I need to do next to enable pupil in my class to achieve?'
- The National Curriculum objectives are used as the expectations for all pupils.
- Pupils should make age-appropriate progress – 12 months in 12 months.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is used into lessons to ensure all pupils achieve.

3. Assessment Framework for KS1 and KS2

Attainment

Pupils are to be assessed against their understanding and application of skills in relation to key national curriculum objectives for their year group in Reading, Writing and Maths. We use the terms Emerging, Developing, Secure or Greater Depth to describe pupils' attainment in relation to those objectives. A pupil can be assessed as working at an Emerging, Developing, Secure or Greater Depth level in relation to a specific set of year group objectives.

To help teachers make accurate judgements about pupil attainment, we use the local authority's **STAR assessment framework** which assesses pupil performance in Reading, Writing and Maths against a series of key indicators. Based on a pupil's level of understanding in relation to these performance indicators, pupils are assessed as working at an Emerging, Developing or Secure level in relation to a set of year group objectives. For example, a Y1 pupil who has achieved the vast majority of the Y1 objectives by the end of the year will be assessed as working at 'Y1 Secure', while a pupil who has a more limited understanding of these objectives is likely to be assessed as 'Y1 Emerging' or 'Y1 Developing' (depending on the number or type of performance indicators which have been achieved).

High attaining pupils, working confidently at a secure level or beyond, who are able to apply and develop their understanding within a range of different contexts, will be assessed as 'working at Greater Depth'.

In Year 2, teachers use the DFE's interim assessment frameworks for Reading, Writing and Maths to make a judgement at the end of the year as to whether a pupil is working at the expected standard for their age, working towards the standard or working beyond it (Greater Depth) in each subject area.

In Y6, teachers use the DFE's interim assessment framework for Writing to make a judgement at the end of the year as to whether pupils are working at the expected standard for their age, are working towards the standard or working beyond it (Greater Depth) in this subject area. Year 6 attainment levels in Reading and Maths are determined by pupil performance in end of year SATs.

Attainment Expectations during the course of the academic year

By the end of the autumn term, a pupil working at the expected level for their age should have met most of the objectives at the emerging stage for their year group, be at the developing stage at the end of the Spring Term and a secure stage at the end the summer term.

Progress

Pupil progress is measured through tracking points. A pupil will have made one tracking point progress when they move from one developmental stage to the next (e.g. A pupil

who was a Y4 secure in the summer and then becomes a Y5 emerging at the end of the autumn term will have made 1 point progress).

Over the course of the year, pupils will be expected to make 3 tracking points progress (e.g. a pupil moving from a Y4 secure one year to a Y5 secure the following year). This is expected or typical progress. A pupil making 4 or more points will have made better or more than expected progress.

Performance Indicators – Testing

Each term, teachers use the relevant performance indicator statements (objectives) which pupils have achieved/demonstrated a secure understanding of (as evidenced through work in books, standardised tests, mini end of unit assessments). Following this, pupils complete relevant Reading, Maths and SPAG tests (Pira, Puma, Rising Stars SPAG tests). Teachers then make an overall judgement on attainment based on the proportion of objectives that each pupil has achieved and their test scores. This assessment is completed in line with the age related expectations.

Pupils with Special Educational Needs or Disabilities

There are a number of pupils at Brunswick Park with complex special needs who have very low attainment and are not able to access the curriculum for their year group age. Although their attainment and progress is still assessed using the STAR framework, the expectation is that they will progress through the curriculum objectives at a slower pace. Each pupil is set an attainment target for the end of the year which can vary depending on their cognitive ability. To help measure the progress of these pupils, each tracking point on the STAR framework has been further divided into three smaller steps. For example, a pupil with complex special needs (e.g. a pupil with an EHCP for ASD) will be expected to make 1 whole tracking point (or 3 small steps) each year. However, these expectations will differ for each pupil in accordance with the special educational needs.

Different Classroom (DCPro)

The school uses an online tracking system (DCPro) to record and track pupil progress and attainment. Each term, teachers enter an attainment code to describe each pupil's stage of development in Reading, Writing and Maths (based on their STAR assessments and testing outcomes).

The attainment codes are based on the terms used in the STAR Assessment Framework. For example, for a pupil in Year 2 working at the emerging stage, the teacher would enter the code Y2E. If they were working in Year 3 at Developing, the teacher would enter Y3D and if the pupil was working in Y4 at a secure stage, they would enter Y4S. Teachers use #3 or #4 to at the end of code to indicate whether that pupil is working at Greater Depth. For example, for a pupil in Y4 working at a mastery level by the end of the year, the teacher would enter the code Y3S# or Y4S#.

Science and the Humanities

Through formative assessment techniques, teachers assess each pupil's level of understanding over the course of a unit of work and then make a judgement about their level of attainment in terms of age-related expectations. A pupil will be assessed as either working at an Emerging, Developing or Secure stage in relation to the year group outcomes, as defined in the national curriculum. In Science and Humanities, pupils take a short end of unit test, covering the key objectives which have been taught. This is also used as evidence to inform teacher judgements on attainment in Science and Humanities which are recorded on DCPro. At the end of the academic year, teachers record the end of year attainment based on the child's progress over the year.

Foundation Subjects (RE, PHCSE, ART & DT, Computing, MFL)

In order to assess pupil attainment in foundation subjects each subject leader provides the class teachers with a list of objectives that need to be taught and assessed in every term. As the National Curriculum only indicates End of Key Stage Expectations, the subject leaders have developed assessment grids that indicate the Age Related Expectations for pupils in each year group at Brunswick Park. The class teachers are expected to provide a judgement based on the pupils' work. This will be evident in their books, folders of work (Computing and Spanish) or any other work they might have produced (eg pieces of artwork). Where applicable, the class teachers can use pupil voice in order to support or validate their judgements. Pupil attainment is judged at the end of each term. The class teachers use DCPro to record their assessments. At the end of the academic year, the class teachers will provide an overall judgement based on the pupils' achievement throughout the academic year. The final judgements is recorded on DCPro. At the end of each term, the class teachers make a judgement on pupils' progress, taking into consideration the ARE (Age Related Expectations). Then, they use the following terms to indicate pupil attainment:

- **Emerging** -this indicates that the pupil is making progress towards meeting the ARE. Yet there is not enough evidence suggesting that the pupil has achieved that level of attainment. Pupils' work might be heavily scaffolded or supported by an adult.
- **Developing** -this indicates that the pupil is making some progress towards the expected standard but is not able to reach the standard independently.
- **Secure** -this indicates that the pupil is working at the expected standard and achieves most of the objectives taught. This can happen while pupils are working independently or with limited scaffolding.

Parents are informed about their children's progress during parent evenings. This happens on a termly basis. The end of year attainment is reported on parental reports.

4. Early Years - Nursery & Reception

Baseline Assessment

When pupils arrive at Brunswick Park Primary School, teachers carry out a baseline assessment of their abilities, in line with the EYFS Development Matters statements for each of the Prime and Specific areas. By having a good understanding of the pupils' abilities when they start school, class teachers are able to measure each pupil's progress and plan for next steps in learning. The baseline assessment is face-to-face with a

mixture of tasks and observational checklists. Staff use the assessment materials provided by the DfE to complete the Baseline Assessment in September, each year.

Formative Assessment

Throughout their time in Nursery and Reception, pupils are continually assessed in all of the Prime and Specific areas of Learning within the EYFS profile. Assessments are based on observations of daily activities and events during the school day. Staff use Tapestry, which is a digital platform, to record evidence of pupil progress and link it to the EYFS framework and objectives. The outcomes of these assessments are recorded onto DCPro tracker on a termly basis. By tracking and recording pupil attainment in this way, teachers can identify those pupils making slow progress and put intervention strategies in place.

EYFS Profile

The EYFS profile assessment is carried out in the final term of Reception. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual pupils at the end of the EYFS.

EYFS profile data is used to:

- Inform parents about their pupils' development against the early learning goals (ELGs) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each pupil.

5. Summative Assessment

Summative assessments are used to assess what a pupil can do at a particular time, and are used to compare attainment of pupils either within school, locally or nationally.

The following formal summative assessments take place at :

- End of Key Stage assessments – Year 2 and 6 (summer term)
- Early Years Foundation Stage Profile (summer term)
- Y1 Phonics screening test
- Years 1 – 6 end of term standardised tests – Hodder Education (autumn, spring and summer terms)

6. Moderation and Standardisation – Data Health Checks

To ensure that teachers make accurate judgement about the attainment of pupils in their class, and that they are consistent with those of other teachers in the school and nationally, as a school we organise moderation meetings where teachers are given the opportunity to discuss and justify the assessment judgements they make:

- Weekly PPA meetings are used to moderate within each year group.

- Cross Phase moderation meetings take place at least once each term during staff meetings.
- Teachers attend moderation meetings with colleagues from other schools organised by the local authority.
- Senior Leaders validate teacher judgements in all subjects on a half termly basis .

7. Reporting

Parents

Parents are given written reports at the end of the Summer term. In each report, as well as general comments about their learning, pupils are given an attainment code for Reading, Writing and Maths which relates to the level of their understanding of the curriculum for their age (e.g. Y1 secure, Y3 emerging). They are also given curriculum based targets which they need to work on over the following term.

Parents are also kept up to date with their pupils' progress during open afternoons and consultation evenings where pupils' work, achievements and next steps are discussed.

Governors

Governors have a crucial role in ensuring the school has accurate assessment information for all pupils. Although Governors will not know individual pupils' results, it is essential that governors are aware of how groups of pupils are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of pupils. The school will provide thorough and accurate reports and analysis on the performance of pupils against national expectations at the end of Key Stage 2 and the school must provide robust action plans following each year's results.

8. Monitoring the Policy

This policy is designed to ensure that pupils's needs are reflected in planning and teaching across the school and that whole school improvement is effective. The policy will be reviewed every year or sooner in light of changes from

September 2023

This policy will be reviewed annually

