

Bridgewater Primary School
Bridgewater Street
Little Hulton
Salford
M38 9WD



Assessment Policy

September 2016

Reviewed: September 2016
To be reviewed: July 2017

Principles and aims

Assessment, recording and reporting at Bridgewater Primary School will:

- Meet all statutory requirements.
- Offer all pupils an opportunity to show what they know, what they understand, what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning, there is the wider curriculum and pupil's spiritual, moral, social and cultural development.
- Relate to shared learning objectives.
- Advance the learning process.
- Enable teachers to plan more effectively to meet the needs of all pupils.
- Help parents to be involved in their children's progress.
- Provide our school with information to evaluate the school's progress and inform the school improvement plan and target setting process.
- To inform the Governing Body of the school's standards and achievement.
- Reports are presented to the Governors to highlight pupil progress.

Roles and Responsibilities

Governors

The school governors are responsible for:

- Ensuring that statutory assessment arrangements are carried out.
- Ensuring the Headteacher and Assessment Leader are promoting nationally acceptable assessment standards within the school
- Supporting the Headteacher, Assessment Leader and teachers in fulfilling their responsibilities.
- Ensuring they are kept up to date by the Assessment leader on the school's assessment procedures (an Autumn update of the current procedures will be carried out annually and the Governors will be informed of any further changes throughout the year)
- The School's Link Governor for Assessment is Karen Pickford (Staff Governor).

Assessment Leader

- The assessment leader will coordinate the production, evaluation and review of school policy and guidelines on assessment and will ensure that the assessment policy is maintained and followed.
- The coordinator will judge and measure the effectiveness of this policy by monitoring progress and attainment across the school each half term.
- To provide guidance and support to colleagues on all matters relating to assessment, being fully aware of statutory requirements.
- To identify and implement any necessary training for staff to ensure an agreed practice of assessment.
- Advise on the statutory tests assessment procedures and coordinate electronic transfer of data.
- Monitor assessment procedures and practices including Classtrack and Otrack electronic recording systems.
- Monitor record keeping including planning, pupil records and reports on pupil achievements.
- Coordinate the collation of pupil progress grids and analysis of attainment data and advise on its use for pupil, class and school level target setting.
- Evaluate the quality and appropriateness of existing resources and manage the purchase and deployment of new assessment resources (both electronic and paper-based).

- Keep up to date with local and national developments on assessment.
- Attend appropriate CPL and disseminate information to colleagues.

Planning

- Planning should be of high quality, ensuring effective and efficient delivery of the National Curriculum and beyond. In order to plan effectively teachers must be sure of:
- History: what happened to the pupils in previous classes / lessons and their present picture in terms of understanding and attainment.
- Destination: where in the long term the curriculum is taking the pupils and in the short term their group and individual targets.
- Quality: the appropriateness of the planned activities for each pupil's ability and learning style.
- Relevance: the pupil's needs, in terms of the knowledge, skill or understanding required and their strengths and weaknesses.
- Balance: providing all pupils with an equal chance to learn in all areas of the curriculum.

Providing Feedback to Learners

- The most effective feedback is oral and immediate. It informs pupils of their strengths and weaknesses and provides strategies for improvement.
- Written feedback should relate directly to the Learning Objective (WALT) and Success Criteria (WILF). It should be in the form of comments, which should be: positive, prompt regular, and help to bring learning forward.
- Where mistakes are made by pupils, they should be guided to correct their work through written or oral support. When children are successful in their work they should be guided to attempt the next step in their learning. (See Marking Policy)

Formative Assessment

At Bridgewater we will use formative assessment to:

- Primarily inform teaching and learning.
- Ensure pupils have regular opportunities to engage in effective question and answer activities in class.
- Ensure pupils have the opportunity to produce work which exemplifies their learning.
- Allow children to demonstrate their learning in a variety of ways and consolidate learning with appropriate homework.
- At Bridgewater we will use our Reading and Writing Passports to assist with our formative assessment and thus inform our planning, teaching and learning and progress targets. The Classtrack system will also be used to monitor the progress and understanding within curriculum aspects in Maths and English and thus additionally inform planning, teaching and learning.

Summative Assessment

Teachers are aware of and follow the current statutory requirements for end of key stage statutory assessments:

- Teachers are fully aware of and use standardisation materials to support their teacher assessments.
- Everyone, including parents, are equally aware of the equal status of teacher assessment and tests and the different and complementary nature of each.

- We draw on the whole range of ongoing assessment information records and evidence when making end of key stage teacher assessments.
- Teachers have a clear understanding of the National Curriculum Year Group Expectations and how to apply them holistically in making end of key stage teacher assessments.
- Teachers make summative judgements, which are consistent with a shared understanding of standards developed amongst colleagues through agreement at regular tracking, monitoring and moderation meetings.
- For each year group, we will use the PiRA (Progress in Reading Assessment) and PuMA (Progress in Understanding Mathematic Assessment) assessments to help provide a summative assessment. The summative assessment will provide teachers with information they can use to monitor and support pupils' progress, attainment and wider outcomes.
- Teachers will assess the children termly (following the school's Assessment procedures) as working B= Below the National Expected Standard (Working Towards the Expected Standard), A=At the National Expected Standard, E=Exceeding the National Expected Standard (Working at a Greater Depth within the Expected Standard).
- Mastery of the curriculum- Mastery is where teachers promote a deep, secure learning for all, with extension and enrichment of able students. Not only this, but it can be a goal for all. 'Mastery learning' is where specific curriculum elements can be broken down into discrete units of learning, teaching will be instructive on the approaches, children can undertake activities to demonstrate their understanding and then through 'corrective activities' demonstrate their reasoning and knowledge. Through further teaching and learning opportunities, children will demonstrate a secure understanding of the topic and apply it in enriching and assessable activities.

Possible Characteristics of Mastery	
Independence	Can apply the skill or knowledge without referring to the teacher.
Fluency	Can apply the skill or knowledge with a high level of confidence.
Application	Can apply the skill or knowledge to a range of different contexts, including other areas of the curriculum.
Consistency	Can use of their skills and understanding consistently.
Synthesis	Can organise ideas, information, or experiences into new, more complex interpretations and relationships.
Re-visit	Can return to this aspect of learning after a break and still feel confident that they can work on the skill or knowledge without difficulty.
When considering deep learning opportunities teachers need to ensure that the activities are enhancing the characteristics outlined above.	

- Teachers recognise the importance of summative assessment in all areas of learning and give feedback to pupils on the outcomes of assessments.
- Teachers apply any special arrangements needed for individual pupils.

- Teachers use the information from end of key stage assessment formatively and in an evaluative way to monitor pupil progress towards targets.
- Senior Leadership and staff use all available assessment information to plan the schools future development.

SEND and inclusion

At Bridgewater Primary school we have a fully inclusive approach to assessment and teaching and learning-where policy and practice are designed to promote progressive outcomes for all pupils. Assessment at Bridgewater will enable us to articulate the progress of all pupils, including low attaining pupils and those with special educational needs (SEN) and disabilities in a more individual way.

- The principles of assessment set out within this policy apply to all pupils however teachers, after consultation with the Assessment Leader/Head teacher, may make suitable adaptations.
- Assessment should reflect the extent to which a pupil can apply their learning in a wider range of contexts and enable teachers to determine what they need to do to ensure that the intervention and support provided enable children to progress in all areas of their learning and development.
- High expectations should apply equally to pupils with SEN and disabilities as to all other pupils. For many pupils with SEN and disabilities effort applied to learning is significant and assessment should recognise this alongside outcomes achieved whilst maintaining high aspirations and expectations.
- For pupils working below national expected levels of attainment assessment arrangements must consider progress relative to starting points and take this into account, alongside the nature of pupils' learning difficulties.

Recording and Evidence

- Teachers keep records which are manageable and in line with school policy.
- Teachers use records from previous teachers in planning work for next class and individual pupils.
- Teachers' record pupil's significant progress and achievements on the basis of agreed criteria, such as learning objectives linked to the National Curriculum.
- Teachers involve pupils in reviewing their own work and recording progress and target setting.
- Teachers use examples of pupils work to help them to understand their strengths, weaknesses and how they can improve.
- Teachers provide and pass on records, which are clear and easy to interpret, and which other people understand and find useful.

Reporting to Parents and Guardians

Bridgewater Primary School meets statutory requirements for reporting to parents:

- Provide clear information, which parents can understand about their child's progress, outlining strengths and the areas they need to develop.
- Promote parental involvement in their children's learning.
- Inform parents at the end of each key stage of teacher assessment and national test/task results side by side and ensure that parents understand that they have equal status.
- Provide information about individual attainment and comparative data is provided.
- Reports and information are sent to parents at times which allow appropriate action or discussion to take place.
- Assessment Update meetings will occur in the Autumn term prior to Parent's Evenings.

Transferring

- Bridgewater Primary School promotes curriculum liaison and cross-phase trust.
- There is agreement within school and across schools about what information should be passed on.
- Information received is used to provide appropriate challenge and support for each pupil.
- Information provided by Bridgewater focuses on significant aspects of learning and identifies pupil's strengths and areas for development through end of year transition meetings.

Target Setting and Tracking

Bridgewater school improvement is ensured through having:

- Expectations which are appropriate for all pupils.
- Targets set in relation to an analysis of pupil attainment in the cohort.
- Analysis of performance of different groups of pupils identified, e.g. boys and girls, FSM, ethnic groups, additional language learners, pupils with special needs, gifted and talented pupils.
- Monitoring and evaluation of the effectiveness of teaching and impact on learning
- Performance in different subjects considered.
- Analysis of benchmark information (local and national)
- Analysis of year on year trends.
- Knowledge of how to respond to and acting upon the information which emerges in terms of whole school management issues and classroom practice.
- Information to inform curriculum planning and set learning objectives.
- Knowledge of how results compare with national and local expectations and benchmark groups.
- Produced an action plan to achieve agreed improvements.
- Ensured that the school improvement plan reflects findings.
- Use the information to inform the target setting process.
- Smooth transition from year to year / teacher to teacher
- Provide an evidence base with which to identify priorities and set a range of targets.
- Provide a system for reviewing targets.
- Enable school leaders to ascertain how the school/cohort is performing and how it can improve performance
- Pupils' work in core subjects is moderated termly in order to ensure consistency between teachers judgements

Policy:	Assessment
Signed:	Signed:
Headteacher	Chair
Date:	Date:
	To be reviewed: July 2016

Annual Cycle of Assessment

Autumn 1	Autumn 2
<ul style="list-style-type: none"> • Review interventions with TA/T • Phonics assessment N-Y2 (intervention in KS2) • Sharing results FS/KS1/KS2 National Tests • Subject Leader Analysis (inc. SENCO) • EYFS – baseline data-CEM and in house baseline. • EYFS- PPM meeting to discuss baselines. • Speech and Language: TALC (EYFS / KS1) • EYFS/KS1-Update Phonics tracker on Otrack. • HFW test for children working in phases 2-3 • Create Play Plans for any new starters. • Do I know my number facts-half-termly in KS2. • Class Track assessments to be completed for KS1/KS2 on Otrack regularly (optional to support TA). <ul style="list-style-type: none"> ○ Guided Reading Passports updated 	<ul style="list-style-type: none"> • Raiseonline: share analysis with staff – set whole school targets • Core Moderation of Reading, Writing and Maths • EYFS- Input Profile Data at end of half-term • Phonics assessment N-Y2 (intervention in KS2) • EYFS/KS1-Update Phonics tracker on Otrack. • HFW test for children working in phases 2-3 • Class Track assessments to be completed for KS1/KS2 on Otrack regularly (optional to support TA). <ul style="list-style-type: none"> ○ Guided Reading Passports updated. • <u>December Assessments: TEACHER ASSESSMENT</u> <ul style="list-style-type: none"> ○ KS1/KS2 PiRA and PuMA – Reading and Maths Autumn Assessment. ○ Focus GAPs assessment. ○ KLIPs writing assessment to be carried out- highlight pink ○ Writing -3 pieces from Big Writes-Phase moderations. ○ Reading, Writing and Maths ‘Best-Fit’ judgements to be inputted onto Otrack. B=Below, A=At, E=Exceeding ○ Do I know my number facts-half-termly in KS2. ○ PM Benchmark (on request) • <u>Pupil Progress Meeting:</u> <ul style="list-style-type: none"> ○ Analyse all groups of pupils (ensure EAL, FSM, SEN are on PPG) ○ Bring PiRA, PuMA, GAPs assessment results ○ Map out new interventions • Parents Evening (targets) • Update IEP’s and Play plans
Spring 1	Spring 2
<ul style="list-style-type: none"> • Review interventions with TA/T • Phonics assessment N-Y2 (intervention in KS2) • Salford Sentence Reading Test and SPAR spelling • EYFS Profile Data • PPM EYFS • EYFS/KS1-Update Phonics tracker on Otrack • HFW test for children working in phases 2-3 • Update Play Plans • Do I know my number facts-half-termly in KS2. • Class Track assessments to be completed for KS1/KS2 on Otrack regularly. <ul style="list-style-type: none"> ○ Guided Reading/Writing Passports updated. 	<ul style="list-style-type: none"> • Phase Moderations of Reading, Writing and Maths. • EYFS Profile Data • EYFS/KS1-Update Phonics tracker on Otrack • Phonics assessment N-Y2 (intervention in KS2) • HFW test for children working in phases 2-3 • Class Track assessments to be completed for KS1/KS2 on Otrack regularly. <ul style="list-style-type: none"> ○ Guided Reading/Writing Passports updated. • <u>March Assessments: TEACHER ASSESSMENT</u> <ul style="list-style-type: none"> ○ KS1/KS2 PiRA and PuMA – Reading and Maths Spring Assessment. ○ Focus GAPs assessment. ○ KLIPs writing assessment to be carried out- highlight yellow ○ Writing - 3 pieces from Big Writes-Phase moderations. ○ Guided Reading/Writing Passports updated. ○ Reading, Writing and Maths ‘Best-Fit’ judgements to be inputted onto Otrack. B=Below, A=At, E=Exceeding ○ Do I know my number facts-half-termly in KS2. • <u>Pupil Progress Meeting:</u> <ul style="list-style-type: none"> ○ Analyse all groups of pupils (ensure EAL, FSM, SEN are on PPG) ○ Bring PiRA, PuMA, GAPs assessment results ○ Map out new interventions • Parents Evening (targets) • Update IEP’s and Play plans
Summer 1	Summer 2
<ul style="list-style-type: none"> • <u>May Assessments:</u> <ul style="list-style-type: none"> ○ Y2 / Y6 SAT Tests • Review interventions with TA/T • Phonics assessment N-Y2 (intervention in KS2) • Whole School Writing Moderation • EYFS Profile Data • EYFS/KS1-Update Phonics tracker on Otrack • HFW test for children working in phases 2-3 	<ul style="list-style-type: none"> • Core Moderation of Reading, Writing and Maths. • EYFS Profile Data and submit • EYFS base-lining review. • National Test Scores: analyse/share (Years 2 and 6) • Phonics assessment N-Y2 (intervention in KS2) • EYFS/KS1-Update Phonics tracker • HFW test for children working in phases 2-3 • Foundation subjects – ‘Best-Fit’ judgements to be inputted onto Otrack B=Below, A=At, E=Exceeding • Subject Leader Analysis (inc. SENCO) • <u>July Assessments:</u>

- | | |
|--|--|
| | <ul style="list-style-type: none">○ PiRA and PuMA Tests (Years 1-5)○ Focus GAPS assessment.○ KLIPs writing assessment to be carried out- highlight Green○ SPAR spelling ages (Year 1-5) and SSRT● <u>Pupil Progress Meeting (including next teacher):</u><ul style="list-style-type: none">○ Update all 'Best-Fit' judgements onto Otrack B=Below, A=At, E=Exceeding○ Analyse all groups of pupils (ensure EAL, FSM, SEN are on PPG)○ Bring PiRA, PuMA, GAPS assessment results○ Map out new interventions○ Annual progress (Standardised scores)○ Transition meeting● Update IEP's and Play Plans● Annual Report to Parents (Optional Parents Evening)● Subject Leader Analysis (inc. SENCO)- information to inform Action Plans. |
|--|--|

