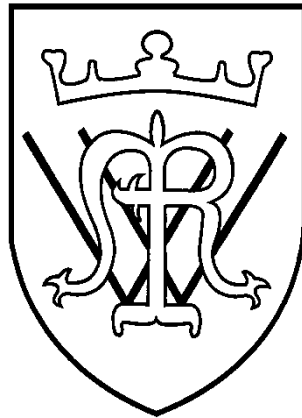


# Branton St Wilfrid's CE Primary School



## Assessment Policy

Adopted by Governors: October 2023

To be reviewed: October 2024

***Achieve, Acquire, Appreciate***

***Living by our Christian Values***

*Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust,  
Perseverance, Justice, Service, Truthfulness*

## Rationale

In September 2014, the Government introduced a new National Curriculum. This followed an announcement, by the DfE (2013) that attainment and progress levels were to be removed. Schools have now been given the opportunity to conduct more 'assessment of the right kind' and to create an assessment system that supports the learning of individuals in their school (Tim Oates, Chair of the expert panel for NC review.)

At Branton St Wilfrid's we are assessing a broad and balanced curriculum where children are expected to 'master' their year group programme of study in order to be judged as age related at the end of the year (ARE). We have identified key assessment criteria against which to judge children's attainment as well as the national curriculum statements. Our teaching is based on the following explanation of mastery, as detailed in the Assessing without Levels Commission's report (September 2015).

- Learning must be **broken down into discrete units** and presented in a logical order;
- Children must **demonstrate secure understanding of learning from each unit** before being allowed to move onto the next.
- **All children will achieve secure learning** if they are appropriately supported, although for some this may take longer.
- **Teachers must deliver high quality teaching** underpinned by formative assessment that shows what each individual child has learnt and what they still need to work on.
- **Specific 'corrective' activities**, that are designed to help children gain secure understanding in the topic, subject concept or content, must be adopted.
- Children who have achieved mastery will undertake alternative activities within the concept being studied.
- **All children must have access to the whole curriculum** and it is support and the depth of learning that teachers should differentiate, not content unless children have more complex needs

## Aims of Assessment

*'Tell me and I forget. Teach me and I remember. Involve me and I learn.'* Benjamin Franklin

At Branton St Wilfrid's we assess:

- to enable each child to demonstrate what they know, understand and can do;
- to enable teachers to plan learning opportunities that close gaps and deepen learning;
- to help children understand what they need to do to improve;
- to share regular information for parents/carers that enables them to support their child's learning;
- to contribute towards fair and transparent accountability data.

## Assessment at Branton St Wilfrid's

The staff team at Branton St Wilfrid's work together to develop an approach to assessment that reflects the aspiration for all children to develop a deep understanding of end of year expectations (EYEs). We strongly believe that assessment should be at the heart of high quality pedagogic practice.

### Formative Assessment (Assessment for Learning)

- Tests will help provide information about where gaps in learning are and teachers should plan work based on this.
- brief 'pre-learning' tasks are given to the children, where appropriate, thus enabling teachers to provide pre-teaching to diminish gaps;
- high order questioning is used to identify misconceptions and deepen children's understanding;
- feedback, written and verbal, gives children a clear indication of how to improve;
- children may demonstrate their depth of understanding with a self-assessment against the success criteria;
- Sometimes children will work collaboratively to identify areas for improvement/address misconceptions (peer assessment).

### Summative Assessment

- Termly tests (sometimes ½ termly if needed) in Reading including Phonics, GPS, Mathematics and Science will be undertaken across school.
- Throughout the term children will be expected to carry out independent pieces of writing that will be assessed.
- RE is assessed termly to see if children are working at an age related level.

Assessments are made throughout the year in other subjects including Geography, History, Art and Design, Music, PE, Computing and Languages. Key assessment criteria is used to support teachers to make judgements about how well children are progressing against the National Curriculum. Assessments across the curriculum will form part of the progress discussion at Pupil Progress Meetings throughout the year. An end of year judgement is reported to parents.

### **Statutory Assessment**

#### Foundation Stage

- Children's progress will be assessed against the Early Learning Goals using the EYFS profile.

#### Year One Phonics Check

- This statutory assessment is administered by the Y1 teacher and included in the end of Year 1 report. Children not passing the check will sit a screening check the following year.

#### SATs

- Children in Year 6 are assessed in May. The results are reported annually to parent/carers by the Board of Governors. The national expectation is that children should achieve the expected standard (EXS).

### **Evidence**

Evidence to support judgements may be drawn from a range of sources depending on the subject/nature of learning including:

- children's written (recorded) work and verbal responses
- pupil conferences
- observations
- video

- annotated photographs
- tests
- one to one reading
- pupil self-assessment

### How will we track children's progress towards Age Related Expectations (AREs)?

At Branton St Wilfrid's, we define good progress in terms of the depth and breadth of learning children demonstrate/articulate as they work towards meeting AREs.

At the beginning of the year children will be assessed as to whether they are working within the programme of study (POS) for their age group or working below. This information will be put on OTrack.

Name	Aut	Spr	Sum
Pupil A	WT		
Pupil B	WT		
Pupil C	POS B		

Each half-term pupil's progress will be discussed and their attainment and progress will be monitored. Some children will work within the programme of study throughout the year and reach age related expectations (ARE) by the end of the year. They will be assessed as working at ARE. Some children will work through the programme of study more quickly and reach ARE by the end of the Spring Term and then reach Greater Depth by the end of the year.

Some children with more complex needs will be working below the expected standard and will make progress along a different programme of study but in a similar way to children working within the age appropriate POS.

Name	Aut	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Pupil A	WT1	WT2	WT3	WT4	ARE	ARE
Pupil B	WT1	WT2	WT3	WT4	ARE	GD
Pupil C	POS 2 WT1	2WT2	POS B 2WT 3	2WT4	POSB 2ARE	2ARE

Throughout each half-term, children will be assessed against learning intentions that relate to the EYEs for the security (depth) of understanding/knowledge/skill. Since key assessment criteria must be taught on several occasions throughout the school year, the depth of each child's understanding will be recorded at that point. This information will be recorded on 'class track and analysed half-termly'.

Class Tracker (Termly):			
<b>Key Assessment Criteria</b>	Some understanding of the learning intention	Secure understanding	Can apply their learning to different context and problems

Summative individual/cohort documents will be produced half-termly for reading, writing including GPS, and mathematics. These documents will form the focus of discussions about the quality of learning at Pupil Progress Meetings. They will indicate whether a child is on track to meet AREs. Teacher judgements will be based on the depth of learning a child exhibits in

relation to how long they have been learning the concept/construct and how many key criteria have been learnt.

Expected	Autumn Term 1	WT1	20%+ Secure
Expected	Autumn Term 2	WT2	40% +Secure
Expected	Spring Term 1	WT3	60% +Secure
Expected	Spring Term 2	WT4	70% + Secure
Expected	Summer Term 1	ARE	80%
	Summer Term 2	ARE/GD/E	ARE 80-100% Secure
			GD 50% GD
			E 80-100%
Note Children will demonstrate accelerated progress by exceeding the expected % of green statements for the term or by demonstrating a level where they can apply learning independently to a range of context-purple			

Children reaching the milestones through the year would be judged as being on track to reach ARE. If a child is not secure,3 they would remain at WT lower than expected for the term. These children will be judged as vulnerable and would need additional intervention to help them catch up.

For children who are making less than expected progress, the class teacher will work with the SEN Coordinator, parents (carers) and outside agencies, to develop a bespoke support plan.

Rigorous moderation practices in school and with partner schools will bring the external validation to ensure that the school maintains a robust and transparent approach to their judgements.

A summative (end of year) judgement will be made against the key assessment criteria that have been identified for each year group or national ITAFs.

Assessment Information End of Year Summary								
	B Working below End of Year Expectations	WT Working towards End of Year Expectations				ARE Met End of Year Expectations	GD Working at even greater depth within End of Year Expectations.	Exceptional Working more deeply within greater depth
		1	2	3	4			
Definition	Children are unable to access the	<20%	20-39	40-59%	60-79%+ but	Children have met securely all of the key	50% Children have met	90-100% of statements

	key criteria for their year group.				not all.	criteria. 80-100%	securely and can apply learning in a wide range of contexts.	covered at GD level
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### How will we use this information?

Assessment information will be used to:

- inform future planning and to identify children who require 'intervention' to diminish the gap
- fulfil statutory obligation to provide assessment information to the DfE and Board of Governors;
- inform parents of their child's attainment and progress.

### How will we share information about children's attainment and progress?

- Parent consultation evenings for parents of children from F2 to Year 6 will take place in the Autumn and Spring Terms, with an optional meeting available to discuss end of year reports in the Summer Term. Children will be encouraged to contribute to these conversations if parents/carers are happy for children to attend meetings. An overview sheet detailing a child's current position of learning and predictions for end of year position along with OTrack assessment sheets can be provided for parents in reading, writing and maths. Foundation subject information will be shared on a yearly basis.
- Written reports will be sent to parents and carers in the Summer Term.

### How will we monitor and evaluate the effectiveness of our assessment practices?

- External validation of judgements will be built in through the year carried out by a range of external partners including partnership schools and Specialist Leaders in Education /Moderators. They will examine the quality of assessment by scrutinising systems for collating information and work in books. Systematic moderation within school and with partner schools will take place for every year group.
- School leaders will undertake the systematic and rigorous monitoring of pupil progress towards AREs through observing learning, speaking with pupils, scrutinising books and pupil progress meetings.
- School leaders will reflect on pupil outcomes against the same groups nationally.
- High quality, research based, professional development will underpin practice in school.
- The Governing Board will monitor data on a termly basis through the HT report.