

Assessment policy



Our Vision

All things are possible with God.

Matthew 19-26

At Little Bloxwich Church of England Primary School we see that everyone is unique and they are valued for this. Together we flourish socially, spiritually, emotionally and academically. We are part of God's family and everyone is expected to treat each other with kindness and respect as Jesus taught us to.

Approved by:

Date:

Last reviewed on:

Next review due by:

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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/carers
- 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

The principle aim of assessment is to identify exactly what a child has/hasn't learnt and identify their next steps to ensure they reach the desired end point.

4. Assessment approaches

At Little Bloxwich we see assessment 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.

4.1 In-school formative assessment

Effective in-school formative assessment happens all the time and enables:

- **Teachers** to identify how pupils are performing on a continuing 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/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At little Bloxwich we give children feedback as soon as we can and this often happens during lessons to ensure misconceptions are addressed instantly, this is not always shown in the children's books as a discussion will happen with staff and then they will continue their work.

Children learning phonics are assessed by staff leading their group daily and issues reported to the phonics leader who identifies those who need extra support.

Questioning is a key element to formative assessment and staff use this all the time to identify success and developing gaps in learning.

Low stake quizzes are used across the curriculum to assess key learning and fluency.

When these takes place the children are encouraged to discuss and explain their ideas to ensure all are included – all children with SEND take part unless their communication level means they need a specialist approach to capturing what they have learnt.

These low stake quizzes (such as end of unit quizzes in science.) are part of the children daily life and treated in a non-threatening way to ensure the wellbeing of children and promote success.

4.2 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 to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, 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/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Little Bloxwich we use end of term assessments in maths , grammar, spelling and reading these are closely linked to the taught curriculum, staff then analysis the results/answers to address any misconceptions/gaps in learning.

Y6 use past SATS papers, Y1 to Y5 use NFER and Power Maths papers.

GUIDELINES subject by subject. (Summative assessment)

SUBJECT	HOW IS ASSESSMENT RECORDED/CARRIED OUT	FREQUENCY	Record of brief comments and which children did well/needed help produced.
Maths	End of unit/term tests.	End of unit/termly	NO
Reading	End of term tests	Termly	NO
Phonics	Formally every half term.	Half termly	NO

Writing	Termly assessments.	Termly	NO
Science	End of unit quizzes.	Half termly	YES
RE		Half termly	YES
History	End of unit quizzes.	Half termly	YES
Geography	End of unit quizzes.	Half termly	YES
DT	End of unit quizzes.	Half termly	YES
Art	Observations/discussions	On -going	YES
Music	End of unit quizzes.	Half termly	YES
French (KS2 only)	End of unit quizzes.	Half termly	YES
PE	Observations/discussions	On-going	YES
Computing	End of unit quizzes.	On-going	YES

Maths and English outcomes are recorded termly on year group trackers, all other subjects are recorded on year group sheets where key learning is identified and children who have excelled or needed extra support have been identified.

These are shared with curriculum leaders and receiving teachers in July.

Reception children are assessed regularly against the Early Learning Goals these are across the areas of learning.

4.3 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/carers** to understand how pupils are performing in comparison to pupils nationally

For primary schools/middle schools only (delete/amend as applicable):

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of KS2 (year 6)

5. Collecting and using data

Trackers including attainment and progress data for reading, writing and maths are produced termly.

They are discussed with curriculum leaders then given to the Head teacher, who analysis them to form the discussions for progress meetings.

All other subjects are recorded on a class sheet where key learning is recorded and any children who have excelled or needed extra help are identified – these are shared with curriculum leaders and the receiving teacher in July.

6. Artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Little Bloxwich recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

7. Reporting to parents/carers

Parents receive 3 reports a year – all inform parents of their child's attitude to learning and level at which they are working at, this is reported using the terms working below the expected level, working at the expected level and working above the expected level.

At the end of the spring term parents receive a more in-depth report commenting upon all subjects their child is learning.

Attendance is reported on all 3 reports.

Parents are invited to meet their child's teacher in October and February, they are also given the opportunity to talk to their child's current and receiving teacher in July.

In December and April (end of spring term) parents are given the opportunity to come into school and look at their child's work alongside their child.

Parents are informed of any outcome of a national test/assessment eg – Y4 multiplication test.

8. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

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.

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.

We will assess against the children's EHCP and IEP targets, and any specialist/focussed interventions they receive such as probes and precision teaching.

9. Training

As a staff we take part in whole school moderation, we also moderate with our TRIAD of schools and our local cluster of schools.

As a whole school we look at books/work from all subjects.

Leaders analyse assessment data and discuss individual children with teachers, they look at evidence teachers have for their judgements.

10. Roles and responsibilities

10.1 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

10.2 Headteacher

The headteacher is responsible for:

- Ensuring 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

10.3 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

11. Monitoring

This policy will be reviewed as needed by the head teacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

Curriculum leaders and the head teacher will monitor the effectiveness of assessment practices across the school, through book trawls, lesson visits, learning walks, progress meetings, discussions with children, CPD sessions with teachers.