



Brimscombe C of E Assessment Policy

Vision Statement:

We work together to create a safe, welcoming and happy environment rooted in Christian values. We provide rich opportunities and challenges for our pupils to learn: kindness, respect, courage, friendship and responsibility are at the heart of what we do. We support all our children in becoming confident, skilled and optimistic young people.

Approved by:

Date:

Last reviewed on:

**Next review due
by:**

We aim to ensure that:

- All our pupils feel safe, secure and valued.
- Each child grows in spiritual awareness, knowing that their own views are respected.
- Everyone in our school understands tolerance and respects others.
- The school community promotes positive attitudes to relationships and learning.
- The school delivers a vibrant, innovative and forward thinking Curriculum fit for our times.
- We build a community of children, staff, parents and Governors that works together for the benefit of all.

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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
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

3. Principles of assessment

The principles that underpin assessment at Brimscombe C of E Primary are:

- Every child can achieve: teachers are constantly evaluating what they need to do next, to enable all children to achieve. The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- children need to understand the learning objective in each of their lessons and what they need to achieve it. Success Criteria is shared, or formulated, at the start of each session and pupils' work is assessed against this criteria.

- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

4. Assessment approaches

At Brimscombe C of E Primary we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three 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 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** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

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** to stay informed about the achievement, progress and wider outcomes of their child across a period

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** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- EYFS Baseline assessment on entry into school
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Phonics screening retakes in Year 2
- Year 4 – times tables test
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

At Brimscombe there is an assessment week every term – 6 times a year. At these assessment points Teachers update the electronic tracker with attainment and progress in core subjects.

This data is used for pupil progress meetings which are held six times a year and to track different groups and individuals.

6. Reporting to parents

Assessment data is shared with parents 5 times a year in the form of a snap shot report. This report summarises attainment, progress and attitude in core subjects.

There are 2 parents' /carers' consultation evenings a year when data is shared.

Attendance records are shared at parents' /carers' consultation meetings and letters sent if a child's attendance becomes a concern (see attendance policy)

The final end of year school report contains information about progress and attainment as well as the results of any Nationally Standardised tests – Early Learning Goals/ SATS/Phonics check.

7. 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.

We 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.

8. Training

We endeavor to keep our teachers up to date with current assessment procedures to ensure accurate and confident judgements.

The school regularly participates in cluster moderation and subject leaders attend courses on assessment in their subjects.

9. Roles and responsibilities

9.1 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

9.2 Headteacher

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

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every 2 years by the headteacher and the standards committee of Governors. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The headteacher responsible for ensuring that the policy is followed.

The headteacher, senior teacher and subject leaders will monitor the effectiveness of assessment practices across the school, through:

- *Moderation meetings*
- *lesson observations,*
- *Regular book scrutinies,*
- *pupil progress meetings*
- *Peer to Peer observations*

- *Subject leader plans*

11. Links with other policies

This assessment policy is linked to:

- Teaching and Learning Policy