



Assessment Policy

Rationale

Assessment should be a continuous process in the classroom. When used effectively, assessment for learning increases learner's motivation, self-esteem, independence, initiative, confidence and improves attainment. By ensuring that children receive feedback on their work, be it verbal or marked, and that planning is adjusted by teachers following formative assessment, each child in the school will be given the opportunity to reach their full potential.

Since the Department for Education removed the requirement for schools to assess pupils using National Curriculum levels from September 2015, it has been necessary for schools to revisit the way in which they assess children. This policy takes into account the recommendations from the [Commission on Assessment without Levels](#) published in September 2015. It supersedes any previous assessment policies and guidelines that have been written and published by this school.

Aims

The aims of this policy are as follows:

- To ensure that all children make sustained progress in their learning.
- To integrate assessment into our planning and teaching to inform future learning.
- To give children regular performance feedback & develop a child's contribution to and ownership of their learning.
- To enable the school to evaluate its effectiveness through measuring the value the school is adding to the children's learning.
- To benchmark the school against local and national standards.
- To identify whole school professional development needs.
- To ensure that underperforming groups of children and individual pupils are effectively identified to allow appropriate intervention.
- To report clear and concise information to teachers, parents, governors, the Local Authority and the Department for Education.

Responsibilities

The school's governing body is committed to the importance of effective assessment for learning. It is the responsibility of the headteacher, supported by all staff to ensure the implementation of this policy and guidance.

Range of Assessment

We assess, report, record and act upon the children's achievements in four ways, as follows:

- Formative Assessment
- Diagnostic Assessment
- Summative Assessment
- Evaluative and Statutory Assessment

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The following sections of this policy demonstrate how and why we integrate these forms of assessment into our practice.

Formative Assessment

Formative assessment is an ongoing process which:

- measures children's learning
- informs our teaching and short-term planning
- supports the personalisation of learning

We use a wide range of strategies in order to make best use of formative assessment, as follows:

Pre and Post task assessments

Where possible, pre and post task assessments will be used to assess children's starting points and to show how much progress they have made across an area/topic. This will be used as an important self-assessment tool by children and be used by teachers to group children ready for specific areas of a topic.

Using effective questioning techniques

Teachers and teaching assistants will encourage effective learning and questioning skills by providing:

- a high proportion of open questions
- time for pupils to think about and discuss their responses to questions
- supplementary questions to extend understanding
- questions that encourage learners to reflect on their own thinking
- opportunities for pupils to generate questions.

Types of questions may include

- How can we be sure that...?
- What is the same and what is different...?
- Is it ever/always true/false that...?
- How do you...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is ...true?

Using marking and feedback strategies

Feedback is classed as any information provided to the pupil regarding their performance. For feedback to be effective it must be applicable to the learner. Therefore, our aim at Brompton-on-Swale CE Primary School is to mark for the children and not for any other who may later read any written comments. A summary of marking practices, entitled "Marking Guidelines – the Headlines" can be found in *Appendix 1* and this is displayed in each classroom so all staff are reminded of the policy. *Appendix 2* provides a full list of the marking symbols that are used to

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communicate feedback by teachers and teaching assistants to the children. Age-appropriate symbols are also displayed in classrooms so that the children are aware of their meaning. To feedback effectively teachers and teaching assistants will:

- Give feedback regularly and ensure it is focussed on the learning objective/success criteria that have been set.
- Confirm when children are on the right track as well as giving suggestions for improvement (next steps)
- Ensure that feedback is given when it is still relevant (at the time or as soon as possible afterwards).
- Develop a dialogue with children in their books which they respond to. This will allow teachers to extend individual children's learning through focussed written discussion.

Developing a dialogue

Teachers will extend children's learning by engaging in a written dialogue about a piece of work which has been completed. This could be in the form of a discussion or a more direct request or question which the child has to carry out or respond to.

Anything that the teacher is wanting the child to do will be communicated through a direct command. Words such as 'Do', 'Find' and 'Complete' will be used rather than 'Can you', 'Try to' or 'Could you'.

Any marking or responses that the children make in their books will be done in purple pen. This will be a clear indication that it is their response or amendments to work.

Sharing learning goals

To encourage children to take responsibility for their own learning teachers will:

- Share the learning goals of any exercise ensuring that pupils recognise the difference between the task and its learning intention (separating what they have to do from what they will learn). To do this effectively, the reasons for the activity should be explained in child friendly language.
- Share/generate the success criteria with pupils (in child orientated language) and use the agreed symbols for assistance where appropriate.
- Help pupils to understand what they have done well and what they need to develop.
- Make reference to the children's targets from their assertive mentoring meetings (please refer to the Mentoring Policy)

Setting learning targets

Achievable targets will be set for both writing and maths. These will be progressive and will ensure children have a clear understanding of the next step in their learning.

Individual targets for writing will be displayed in homework diaries or on 'target cards', depending on the Key Stage (see Mentoring Policy). This will ensure that learners and teachers are able to refer to them regularly.

Maths targets will be sent home every fortnight via the mental maths assessments for years 1-6.

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Spelling lists will also be attached to homework diaries for all year groups.

Working walls will be used to display targets that the class need to work towards.

Peer and self-assessment

Self-assessment is an important tool for teachers. Once pupils understand how to assess their current knowledge and the gaps in it they will have a clearer idea of how they can help themselves progress. Teachers will support this by providing opportunities for children to:

Reflect on their own work

Be supported to admit problems without risk to self-esteem

Have time to work problems out.

Sometimes, teachers will ask children to mark their own work. When used effectively, this can be a very useful strategy for self-assessment and feedback. When this strategy is used, the teacher or teaching assistant will still mark and/or comment underneath the child's work to show that they have looked at and checked the marking and evaluated the child's work.

Peer assessment can be effective because pupils can clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupil's work. Teachers will manage peer assessment carefully, ensuring it is not for the purpose of rank, as this can cause higher achieving pupils not to be challenged and lower achieving pupils to become demotivated.

Marking by adults other than the class teacher

The use of teaching assistants and trainee teachers in marking work and providing feedback
When a teaching assistant or a trainee teacher has been leading a child's written/recorded task, they will be asked to mark it and provide feedback as per this policy. This is to ensure that the child is provided with the most effective, appropriate and relevant feedback. If this is completed by a teacher who has not worked with the child during the session, it is possible that the teacher may misinterpret a child's response to a task. Importantly, the marking will be initialled by the teaching assistant or trainee teacher to differentiate it from that of the class teacher.

Diagnostic Assessment

Diagnostic assessment helps us to diagnose the child's individual learning profile. We use diagnostic assessment in the following ways:

- Ongoing observation of the children in the Early Years Foundation Stage Learning and children on the SEN register.
- Special Needs / EHCP Conferences and IEP reviews which diagnose and set targets for SEN children.
- Analysis of summative assessment tests which identify gaps in learning for individuals, groups and whole classes.
- Termly 'Underachievement Meetings' are used to review progress, strategies and intervention to ensure continued personalised learning.

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- On entry assessment of mobile pupils undertaken by class teachers to ensure immediate and appropriate provision.
- Informal assessments undertaken by class teachers and teaching assistants to evaluate the impact of teaching and progress against key skills e.g. spelling, times tables, mental maths etc.

An annual schedule of diagnostic assessment is included in Appendix 3.

Summative Assessment

Each class teacher is responsible for completing a range of summative assessments for each child in their class. This information is used to track the children's progress and ensure that no individual falls behind the rate of progress that is expected of them. Depending upon the time of year and type of assessment, teachers may be asked to moderate their marking of assessments by either:

- marking a class other than their own
- marking a sample alongside a new or inexperienced teacher
- bringing a sample of their marking to a staff meeting for a moderation exercise.

Summative assessments are collated, usually on the school's tracking system (currently the ESS Target Tracker) and an analysis completed by a member of the school's Senior Leadership Team. Termly "Underachievement Meetings" are held to discuss children who are in danger of potentially underachieving. Strategies are put in place to ensure that, wherever possible, this doesn't occur.

An annual schedule of assessments is included in *Appendix 3*.

Evaluative and Statutory Assessment

These are measures used to benchmark the school against other schools nationally and in North Yorkshire as well as to help the school understand the progress being made in all classes across the school and to set targets for school improvement. We do this by:

- Completing statutory Key Stage 1 and Key Stage 2 end of year assessments, which measure the school against national standards and show year on year achievement.
- Submitting Early Years Foundation Stage Baseline and Profile, which provide an on-entry assessment and assess reception children against the Early Learning Goals at the end of the Foundation Stage.
- Completing end of term tests in all years to support teacher assessments.
- Undertaking the Year 1 & 2 Phonics Check. All children in Year 1 undertake a phonics check which assesses their understanding of letter sounds and phoneme grapheme recognition. If children do not reach the pass mark, they resit the test in year 2, with the expectation that a programme of support will be put in place in order to ensure that they reach the required standard.

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Monitoring

This implementation of this policy will be undertaken by the Senior Leadership Team under the direction of the headteacher. The headteacher will report the effectiveness of this policy to the governing body's School Improvement Sub-Committee as directed.

Documentation

A wide range of documentation is in place to support assessment, and analysis of assessment, as follows:

- A year planner and termly assessment cycle guide staff and also ensure that assessment provision is consistent and continuing throughout the year (please see Appendix 3)
- Teachers need to be able to produce evidence of judgments through children's work; therefore children's exercise books are always be kept according to relevant policies such as presentation, handwriting and marking.
- Class teachers keep all assessments for the current year. At the end of the year arrangements are made for the assessments to be passed on to the next teacher or another relevant body.
- Formative and summative data is kept on Target Tracker and on tracking sheets in classrooms.
- The Assessment Leader (currently the headteacher) compiles and analyses the data for the whole school and distributes this to all relevant stakeholders at the end of each summative assessment point (the end of each term). This includes a review of key groups, classes and year groups and makes recommendations on moving the whole school forward as well as individual children. It is shared with the governors.
- Pupil Progress reviews produce further documentation every term.

Mastery

Assessment should be a continuous process in the classroom. When used effectively, assessment for learning increases learner's motivation, self-esteem, independence, initiative, confidence and improves attainment and progress. By ensuring that children receive feedback on their work, be it verbal or marked, and that planning is adjusted by teachers following formative assessment, each child in the school will be given the opportunity to reach their full potential.

The 2014 National Curriculum states that "the expectation is that the majority of pupils will move through the programmes of study at **"broadly the same pace"** and that **"pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content"**. There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore, assessment for able children is based around depth and breadth of application before any progression beyond the year group expectation is sought.

Policy Review

This policy was written in April 2016. It will be reviewed by April 2018.

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Appendix 1

Marking Guidelines – the Headlines

- Writing targets are recorded in homework diaries or on target cards (see Mentoring Policy)
- In Y2-6, Maths Targets are sent home on a fortnightly basis, taken from the mental maths assessments. In EYFS and Y1 maths targets are sent home in homework diaries.
- Work will be marked first and foremost to the learning objective and any comments will relate to this. If a next step is relevant, this should be given.
- Wherever practicable, get children to respond to your marking by asking them to complete a short task, e.g. add/rewrite sentences/paragraphs in order to clarify their understanding or develop it further.
- Children must be given regular time to look at and respond to marking – ideally at the start of the following session
- When feedback has been given verbally to a child, “1:1” is recorded in books. This is particularly relevant to younger pupils.
- Use the symbols in *Appendix 2* rather than writing loads of texts – it’s easier for the children and makes it quicker for you to mark.
- Remember to mark for the children – not for adults!
- Remind the children to use purple pen when they respond to your comments.



Appendix 2

Marking Policy - Symbols

Clauses	⇓
Progress	📈
Detail	@
Fronted Adverbials	Adv
Great work	✓✓
Adjectives	Adj
Sentence Openers	⌈
Adverbs	Adv
Punctuation	Ⓟ!?,
Support/feedback from the teacher	Ⓜ!:
End of topic	⏸
Help!	☹
Paragraphs	//
Time connectives/openers	🕒
Phonics	✓

Finger Spaces	👉
Capital Letters	CL
Full Stops	⚠
Think about what you want to write	💡
Inverted Commas	“ ”
Independent	Ⓜ
Attention	*
Conjunctions	👁
Well done!	😊
Speed up	▶▶
Next steps	📈
Focus Group	FG
Read your work	👁
Neat Handwriting	✍

A selection of these symbols which are relevant to the age group, will be displayed in each classroom.

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Appendix 3 - Annual Schedule of Formative, Diagnostic, Summative and Evaluative Assessments

	EYFS	Y1	Y2
Autumn 1	National Baseline Assessment Target Tracker Steps and Statements – Baseline	National Curriculum Baseline Assessment recorded on Target Tracker for RWMS SPAG Progress Test	Target Tracker – update steps assessments for RWMS SPAG Progress Test
Autumn 2	Target Tracker Steps and Statements – Summative Assessment	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS Phonics Screening Assessment – Update SPAG Progress Test	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test
Spring 1	Target Tracker – update steps assessments	Target Tracker – update steps assessments for RWMS SPAG Progress Test	Target Tracker – update steps assessments for RWMS SPAG Progress Test
Spring 2	Target Tracker Steps and Statements – Summative Assessment	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS Phonics Screening Assessment – Update SPAG Progress Test	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test
Summer 1	Target Tracker – update steps assessments	Target Tracker – update steps assessments for RWMS SPAG Progress Test	Target Tracker – update steps assessments for RWMS SPAG Progress Test
Summer 2	Target Tracker Steps and Statements – Summative Assessment Submit EYFSP to LA/DfE Phonic Screening Assessment More able pupils – NC Assessments for RWM	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS Phonics Screening Check SPAG Progress Test	Target Tracker Steps and Statements – Summative Assessment for RWMS KS1 SATs Tests in RM and SPAG Phonics Screening Check SPAG Progress Test



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	Year 3	Year 4
Autumn 1	Target Tracker – update steps assessments for RWMS SPAG Progress Test	Target Tracker – update steps assessments for RWMS SPAG Progress Test
Autumn 2	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test
Spring 1	Target Tracker – update steps assessments for RWMS SPAG Progress Test	Target Tracker – update steps assessments for RWMS SPAG Progress Test
Spring 2	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test
Summer 1	Target Tracker – update steps assessments for RWMS SPAG Progress Test	Target Tracker – update steps assessments for RWMS SPAG Progress Test
Summer 2	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test

Key: Formative Diagnostic Summative Evaluative/Statutory



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	Year 5	Year 6
Autumn 1	Target Tracker – update steps assessments for RWMS SPAG Progress Test	Target Tracker – update steps assessments for RWMS Evaluative tests for RM and SPAG
Autumn 2	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS and SPAG
Spring 1	Target Tracker – update steps assessments for RWMS SPAG Progress Test	Target Tracker – update steps assessments for RWMS Evaluative tests for RM and SPAG
Spring 2	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS and SPAG
Summer 1	Target Tracker – update steps assessments for RWMS SPAG Progress Test	Target Tracker – update steps assessments for RWMS Key Stage 2 SATs for RM and SPAG Submit teacher assessment levels for writing
Summer 2	Target Tracker Steps and Statements – Summative Assessment for RWMS Evaluative tests for RMS SPAG Progress Test	Target Tracker Steps and Statements – Summative Assessment for Science

Key: Formative Diagnostic Summative Evaluative/Statutory