Assessment Policy

Statement of intent:
At Burley Oaks Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Burley Oaks Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

The main priority is to prevent an emergency from occurring in the setting; however, this is sometimes, unfortunately, out of the hands of the school. In an emergency, staff members at Burley Oaks Primary School will endeavour to take all reasonable actions in order to ensure the safety of pupils.
The procedures outlined in this policy aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils, staff members and visitors.

Agreed by the Full Governing Body January 2025 Renewal date January 2028

Chair of Governors Christine A Smith **Date 30 January 2025**

Headteacher **Date 30 January 2025**

POLICY FOR ASSESSMENT, RECORDING AND REPORTING

BURLEY OAKS PRIMARY SCHOOL

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2024) 'Primary school accountability in 2024: technical guide'
- DfE (2024) 'What academies and further education colleges must or should publish online'
- DfE (2024) 'What maintained schools must or should publish online'
- STA (2024) 'Key stage 2 assessment and reporting arrangements'
- STA (2024) 'How to report maladministration of primary school assessments'
- STA (2024) 'Key stage 2: test administration guidance'
- STA (2024) 'Multiplication tables check: administration guidance'
- STA (2024) 'Phonics screening check: administration guidance'
- STA (2024) 'Optional key stage 1 test administration guidance'
- STA (2024) 'Optional key stage 1 tests: modified test administration guidance (MTAG)'

This policy operates in conjunction with the following school policies:

- MLT Equalities Policy and information
- Early Years Policy
- Positive Behaviour Policy
- MLT Data Protection Policy

Rationale

Assessment is a continuous and integral part of teaching and learning. It is at the heart of the process of promoting children's learning. It is the means by which each child's progress is measured and monitored. Assessment informs teachers of knowledge and skills that children have acquired. It pinpoints children's needs and informs teachers of specific next steps in a child's learning. ***'Done well, assessment supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be'.*** EEF 2021

At Burley Oaks, we believe that effective practice in quality first teaching, assessment, feedback, target setting and pupil tracking are fundamental to children's learning for children from the Foundation Stage through to Year 6. To do this in our school, we undertake two different but complementary types of assessment: assessment *for* learning (formative) and assessment *of* learning (summative assessment).

When assessment is thorough, lesson delivery and learning objectives are precise. We use a range of strategies to further ensure that the pitch and challenge is right for each child. Flexible groupings and a 'Growth Mindset' philosophy underpin our assessment procedures. Intelligence is not fixed and therefore through this pre assessment and flexible group approach we can maximise progress for all children. Ultimately, assessment is fundamental to ensuring pupil progress and achievement for all.

Aims

Using the principles and procedures of effective assessment, at Burley Oaks Primary School we aim to:

- recognise achievements of all children;
- lead flexibly grouped, focused teaching and learning;
- set achievable yet aspirational targets for individuals, groups and cohorts;
- identify additional need and target resources effectively;
- provide information to ensure continuity and progress when pupils change year groups;
- ensure the school's curriculum is ambitious, responds to pupils' needs and is stimulating and challenging;
- allow subject leaders to monitor achievements and progress across the whole school;
- support children in taking ownership of and assessing their learning and progress;
- regularly inform parents of their child's achievements and targets;
- enable parents to play an active and equal role in celebrating and promoting their child's learning;
- inform governors and the wider community of children's achievements and progress;
- provide the leadership team and governors with information that allows them to make judgments about the effectiveness of the school;
- ensure quality first teaching is delivered so that pupils can make excellent progress.

Formative Assessment

Formative assessment is the process by which teachers work in partnership with children to assess their understanding at the point of learning. It involves the continuous use of assessment in the classroom to raise pupil achievement, seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

At Burley Oaks Primary School, formative assessment is central to our vision to develop reflective, responsible and resilient life-long learners. It involves:

- discussions and questioning;
- listening and observing;
- analysis, marking and feedback of work (see separate BOPS feedback and marking policy);
- sharing and collaboratively developing success criteria;
- critically reviewing work against success criteria;
- setting, sharing and reviewing targets with children;
- pupils learn self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques;
- believing that every pupil can improve in comparison with previous achievements;
- reflecting on learning skills, styles and interests.

Formative assessment is most successful when the results of it have a direct impact on immediate teaching and learning opportunities. Children should have well-pitched activities with the correct balance of challenge and support and appropriate starting points, meaning that children are supported to achieve the best possible progress and outcomes.

Feedback

At Burley Oaks Primary School, we are committed to giving all our children every opportunity to achieve the highest of standards. Wider research shows that feedback from teachers' assessments can be one of the most powerful levers teachers have to improve learning. The evidence-based research from the Education Endowment Foundation guidance supports five key recommendations:

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- Deliver appropriately timed feedback that focuses on moving learning forward.

  There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.

  Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
  Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.
- Carefully consider how to use purposeful, and time-efficient, written feedback.
  The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback are applied (see Appendix 2). Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload.
- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

We take a professional approach to the tasks of assessing work to provide both written and verbal feedback. Therefore, staff give verbal feedback both at the point of learning and after the lesson, balanced with marking work and giving written feedback only where it would be most useful and can be acted on productively by the child. The children are then given opportunities the next lesson to edit and improve their work in a purple pen so that it can be seen clearly by all.

Summative Assessment

Summative assessments occur at the end of a course of study and are an objective measure of a child's progress; this will sometimes be obtained under test conditions or through post learning assessment tasks. This type of assessment is used to make judgements about attainment and to find out what pupils know.

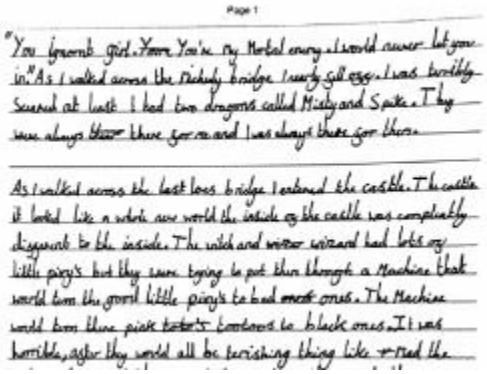
Summative assessment data is uploaded onto Sonar; a web-based system of recording, monitoring and analysing assessment data.

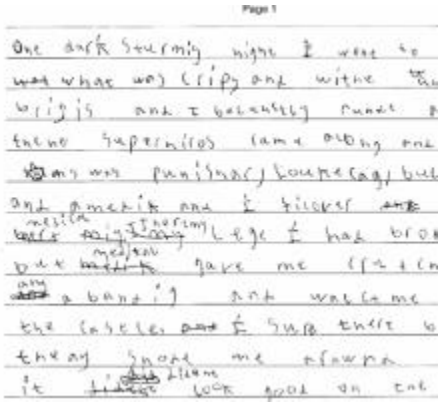
NFER tests

NFER (National Foundation for Educational Research) tests are completed termly by Y1-Y6 pupils (there are no Y1 tests in the autumn term). The tests provide children with an opportunity to demonstrate what they can do without adult support. The results provide reliable diagnostic information to support and guide effective teaching and learning and offer evidence of progress. It allows staff to compare performance against age-related expectations – a standardised score.

No More Marking

Burley Oaks subscribes to No More Marking to support staff CPD on moderation and assessment or writing. Taking part in six assessment windows over the year, one per year group, we judge the writing of our pupils alongside the writing of pupils from all over the country. Judging the work online, our teachers benefit from seeing their own pupils' work in the context of other pupils' writing. Comparative Judgement assesses open-ended work more reliably than traditional marking. Comparative judgement is a process where judges compare two responses and decide which is better.





Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality. The Comparative Judgement provides a reliable and nationally standardised result with a scaled score, a writing age, and a grade. After each assessment window school receives a report containing attainment and progress data across the year group, and compares this nationally.

<u>Summative assessment based on teacher understanding of the child</u>

Judgements are made using National Curriculum end of year expectations to describe a child's attainment in Maths, Reading, Grammar, Punctuation, Spelling, Writing and science. Children are recorded within a year group banding system as:

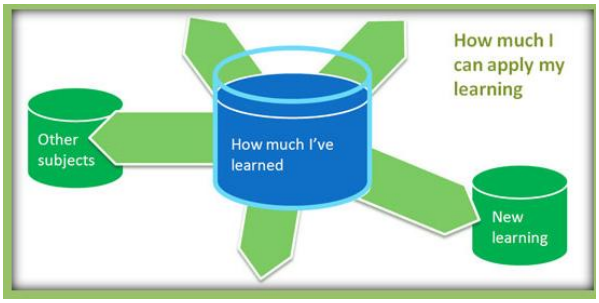
Code	Description
WT	Working Towards age related expectation
JA	Working just at the age related expectation
AT	Working at age related expectation
GD	Working in greater depth

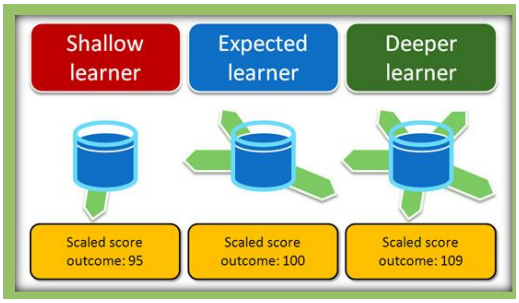
Judgements for all other (core) subjects are made by teachers on a termly basis i.e. December and March and then a final judgement at the end of June. Children are assessed using a range of available evidence to establish if the child, at that point in time, is working at a level expected for their age range in relation to the learning that has taken place so far.

The majority of children will be working at the expected standard: working at age related expectation. A good proportion will be demonstrating a depth of learning and a wider application of core skills: greater depth . A small percentage of children will be working towards the expected standard. In exceptional cases children with Special Educational Needs will be working below the expected level and will be assessed using the age related strands for the previous year or key stage (Pre key stage).

Greater Depth relates to the Depth of Learning. This is how skillfully a child can apply their learning. Depth of Learning is not just knowing a fact, but it is using that fact in increasingly more difficult situations.

One child, for example, may be able to apply what they have learned in very deep ways, using their learning skills independently in other subjects or to work out new learning themselves. Another child can only apply their learning shallowly and finds problem solving and independent activities much more challenging. Children may have achieved similar aspects in the curriculum but can apply their learning to different depths





Statutory assessment arrangements at Burley Oaks Primary School

Reception

For children in Reception, a baseline assessment is completed at the start of the reception year to give an indication of individual children's starting points and cohort on entry data.

The Early Years Foundation Stage Profile (EYFSP) is an assessment of children's development and learning at the end of the reception year.
The EYFS profile is a summary of a child's attainment at the end of Reception. It's not a test, and a child can't 'pass' or 'fail'. The profile measures a child's attainment in areas of learning known as Early Learning Goals (ELGs). *See assessment in Foundation Stage for further clarification.*

Year 1

As of 2012, children in Y1 are subject to the Phonics Screening Check. This assessment, which takes place in June, assesses children's ability to identify sounds associated with different letters and letter combinations, as well as their ability to blend these sounds together to correctly read words.

Year 2

Children who do not meet the Phonics Screening pass mark in year 1 will re-take the test in year 2. This takes place during the same time period as year 1.

Year 4

The children in Year 4 will undertake a statutory multiplication tables check, set by the DFE.

The national curriculum specifies that pupils should be taught to recall the multiplication tables up to and including 12 × 12 by the end of year 4. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

The test will be administered online as per the guidance in the DFE Assessment and Reporting Arrangements.

Year 2 and 6

Children in Years 2 and 6 will take part in statutory Key Stage 1 and 2 tests respectively.

In Y2, the tasks and tests are designed to be administered informally as part of normal classroom activity which will take place in May. The results of those tests inform the teachers' overall judgement of attainment. Teachers must report on the statutory frameworks for English reading, English writing and Maths.

Children in Year 6 sit the following papers under test conditions:

- English Reading
- English Grammar, Punctuation and Spelling (1 written paper and 1 spelling test)
- Mathematics tests (Paper 1 Arithmetic, and papers 2 and 3 Problem Solving and Reasoning)

These tests are assessed externally. Writing composition is judged by teacher assessment.

Parents will be informed as to whether their child has met the appropriate standard, be given their raw score and a scaled score for their child. A scaled score of 100 represents the 'expected national standard'.

Burley Oaks Primary School Assessment Framework

October: Target Setting

NFER tests: termly

Data deadline: December, March and June

Pupil Progress Meetings: November (pupil concern meetings as there is no new summative data at this point), January and April

End of year progress review and transition meetings: July

Results of the above statutory assessments are shared with parents, Governors, the local education authority and the DfE.

Assessment in the Foundation Stage

All children entering Reception do so on a full-time basis in September. Each child will be assessed by Reception staff during the first half term as per the government's baseline assessment. As part of the transition process, assessments completed in pre-school settings may also be used to inform teachers of children's achievements.

Progress will be recorded throughout the year to produce a formative assessment of the Early Learning Goals.

Teachers make judgments against 17 'Early Learning Goals' indicating whether children are meeting, exceeding or have not yet reached (emerging) expected levels of development. The EYFSP shows the achievements of each child in the three Prime Areas (Communication and Language, Physical Development, Personal, Social and Emotional Development) and four Specific Areas of Learning (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). The profile reflects ongoing observation and records held by the school as well as information gained from discussion with parents/carers and other professionals working with the child where appropriate. The progress of children in Reception will be reported to parents at termly Parents' Evenings. In the summer term, parents will also receive a written report based on the information recorded in the child's EYFSP.

Target setting

Our aim is to set ambitious and aspirational targets to challenge all our children and thus, ourselves, in our teaching.

Target setting is a significant strategy in our school for monitoring and improving the attainment of children. At Burley Oaks Primary School, we have a range of targets: short term targets relating to writing, reading, maths and long term end of year/ Key stage targets.

End of year targets

Core subject end of year targets are reviewed by teachers annually during the Autumn term. Teachers are responsible to target attainment for the end of this current academic year.

All teachers should make reference to:

- School targets per year group
- Previous performance
- Current attainment description and progress this term according to recent assessments
- Year 1 phonics prediction
- Year 2 phonic re-takes

Aspirational Aims:

Our aim is that no child has limits put upon them and will have the opportunity to exceed at every point in time. We believe in setting appropriately ambitious targets which are both challenging and achievable. Our systems in school hold teachers to account for the value added to each child's learning

journey throughout the year. We continue to aim to narrow the gap between PP, FSM, SEN attainment and non PP, non FSM, non SEN.

The majority of our children are working within age related expectations and with a high proportion showing greater depth and understanding by the end of KS2.

Progress towards end of year objectives

Each term, class teachers are responsible for identifying which pupils are /are not on track to meet their end of year core subject objectives. If pupils are identified as 'not on track', a discussion will take place regarding specific areas of need and interventions during a Pupil Progress Meeting with the SLT.

Moderation

Moderation is crucial to ensuring a consistent whole school approach and standard in assessment. To ensure that fair and accurate judgments are made, at Burley Oaks Primary School we:

- Meet termly to moderate reading, writing, grammar and maths both in and across Key Stage teams;
- Moderate work through 'book looks';
- Use a variety of assessment materials to benchmark and moderate pupil's work;
- Collate evidence to inform teacher assessments;
- Make use of highly trained staff to support individuals and teams of teachers when making judgements and moderating; this may include external consultants
- Participate in moderation meetings with schools in our Trust, 'LAP' (Local Area Partnerships) and statutory local authority meetings.

Reporting to Parents

In the Autumn term, all parents will receive verbal feedback at Parent Consultation Evening. The reception evening is held earlier in the term (October) and focuses on how children have settled into school.

In the Spring term, parents will be informed of whether their child is working towards, on track to be secure or on track to work in greater depth against year group expectations. Parent meetings will focus on each child's particular successes and next steps in learning. Teachers will reference a child's learning skills such as: teamwork, listening and questioning skills, resilience and independence.

In the Summer term parents receive a written report and the option of a meeting to discuss this. This report will contain effort, attainment and learning skills grades and will provide personalised teacher comments for core subjects. Class teachers will write a personalised comment which refers directly to the child's individual successes and achievements.

Reception reports in the Summer term focus on the characteristics of learning and the prime areas of learning.

Monitoring

The SLT has particular responsibility for assessment and analysis of pupil progress data for groups of pupils on a whole school basis. The SLT ensures progress is in line with the school's targets and performance data is comparable with other similar schools and national data.

The assessment leader (Deputy Headteacher) has responsibility for collating and analysing whole school data, to compare cohorts, progress against targets/expectations and historical data.

Class teachers are responsible for analysing progress made by their pupils for reading, writing and maths. They report to the SLT on a termly basis during Pupil Progress Meetings to discuss progress and to track pupil targets.

Using Sonar, Subject leaders for English and Maths are responsible for analysing pupil progress relating to their subject on a termly basis. They generate end of year reports and identify trends in data as well as individuals or groups of pupils who require further monitoring and/or intervention. Subject leaders support individual and groups of teachers in assessing and moderating work.

Other relevant documents

Learning and Teaching Policy.

APPENDIX 1

Effective feedback should focus on moving *learning* forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback; further guidance on this is given in **Recommendation 3**. These messages may be delivered via written or verbal feedback (and the method of delivery is likely to be less important than the content).

	Feedback more likely to move learning forward			**Less likely**
	Task *Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.*	Subject *Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.*	Self-regulation strategies *Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.*	Personal *About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.*
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	*'Great work—you're brilliant at maths!'*
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	*'This is ok, but you are better than this!'*

For full document see here: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Effective_Feedback_Task__Subject_and_Self-regulation_Strategies.pdf

Education
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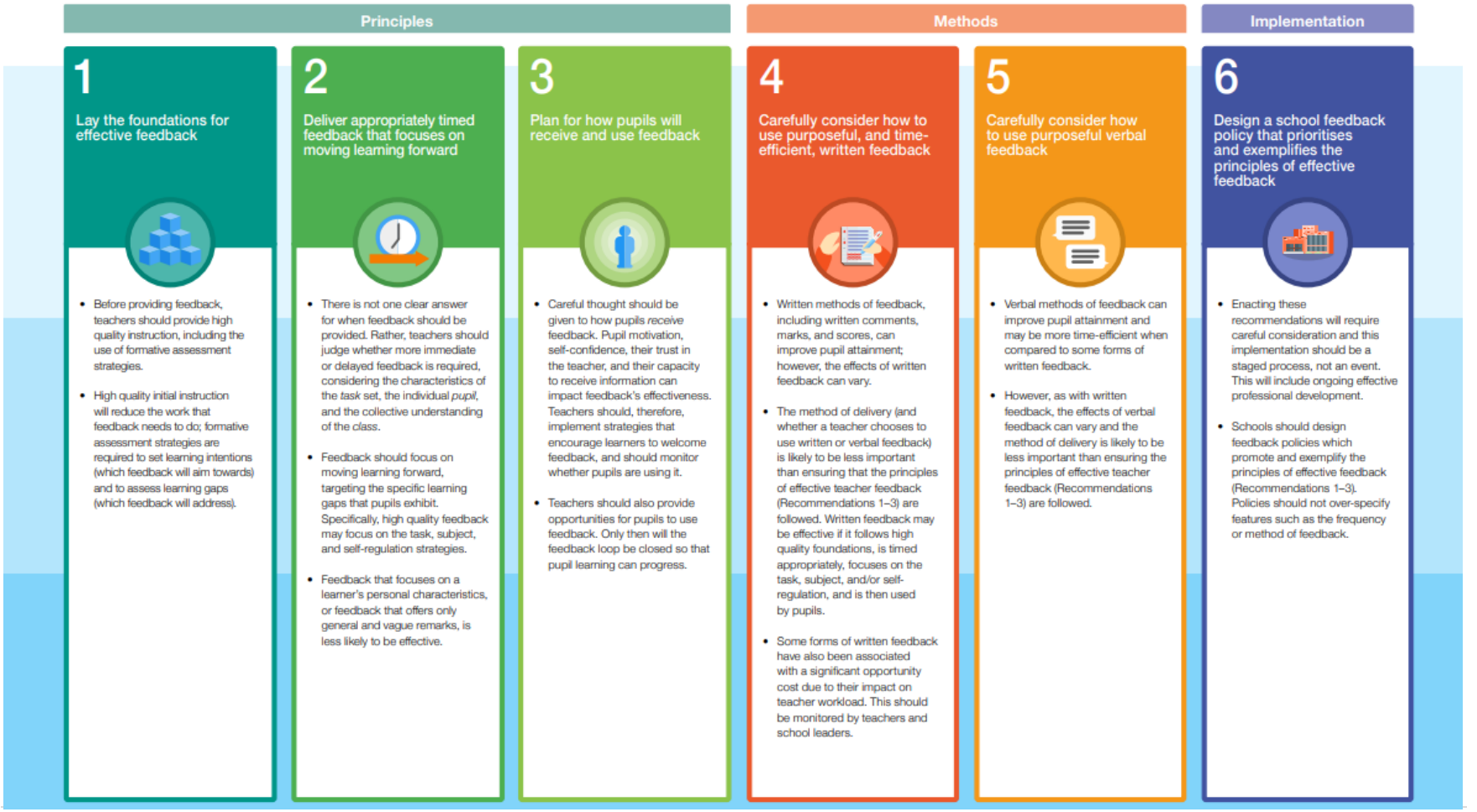
Foundation

TEACHER FEEDBACK TO IMPROVE PUPIL LEARNING

Summary of recommendations