



BURSTWICK COMMUNITY PRIMARY SCHOOL

ASSESSMENT POLICY

At Burstwick Community Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy, where children can achieve highly and let their imagination flourish.

We aim to prepare children for adult life and the world of work through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

Believe, Unique, Resilient, Safe, Tolerant, Worthy, Independent, Creative, Kind-hearted

We are **BURSTWICK!**

Aims

At Burstwick Community Primary school, we believe that learning should be a lifelong process and that we should foster a love of learning and thirst for knowledge in our children. Through our teaching, we focus on inspiring the children to learn; equipping them with the skills, knowledge and understanding necessary to be autonomous learners who reach their potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, going on to have a wealth of choices in education and lead rewarding lives as responsible citizens.

Principles

- ✓ To develop a community of learners where learning is valued, enjoyed, supportive and lifelong.
- ✓ To enable children to become confident, resourceful, enquiring and independent learners.
- ✓ To develop children's self-esteem and encourage children to respect the ideas, attitudes, values and feelings of others regardless of race and culture.
- ✓ To encourage children to take pride in their work and the work of others

Overall Statement

Assessment is about teaching more effectively and helping children to learn. It is an on-going part of our planning and teaching and informs further learning. We believe that all assessment should be realistic, meaningful, effective and appropriate.

Basic principles

All assessment needs to be:

- an integral part of planning and teaching
- manageable and worthwhile
- useful for the teacher and future teachers
- beneficial to the child
- informative to parents
- linked to whole class and individual target setting
- informing differentiation strategies

Purposes of Assessment

- to establish a baseline
- to plan the ways forward and next steps for children
- to monitor progress
- to diagnose and identify particular needs
- to set targets for learning
- to promote consistency of standards throughout the school
- to promote a consistent approach throughout the school
- to provide information to evaluate work against local and national expectations
- to comply with statutory obligations

Assessment as an on-going process

The class teacher will:

- actively find out what the children know, understand and can do in all areas of their learning
- ensure children know what they are supposed to be learning, what they have achieved and what they need to do to improve
- use assessment strategies which help diagnose specific reasons why children fail to understand or make appropriate progress
- provide children with opportunities to think and talk about their own learning and progress, and to develop their self-evaluation skills at an appropriate level to their age and ability
- decide which assessment technique is appropriate to use and when, e.g. listening, testing, asking questions etc.
- draw on other colleagues' support and knowledge
- use assessment in short term planning in order to decide what to teach next to the child, the group or the class
- work together to moderate standards for assessments in the school
- work with cluster groups for cross school/phase moderation
- ensure that standards are in line with national standards
- ensure that standards are moderated across the school and all in agreement
- ensure that moderation is completed across schools to ensure agreement
- Y2 and Y6 teachers will attend relevant training for the administration of SATs and share with all other staff
- Y2 and Y6 teachers will act as internal moderators

The subject co-ordinator should:

- work with all staff to ensure assessment, recording and reporting in their subject conforms to statutory requirements
- work with all staff to ensure assessment, recording and reporting in their subject is being completed according to school policy
- attend training/local group meetings etc., to ensure they are informed about changes to the requirements in their subject and to share good practice with other schools
- provide guidance to other teachers
- use the results of Statutory Tests to inform planning and future school policy
- evaluate the effectiveness of the subject in the school and make recommendations whenever relevant.

Formal assessment at EYFS

Children are assessed on entry to school using the Reception Baseline Assessment (RBA) as required by the Department for Education (DfE). They are further assessed at the end of each half term, using the school agreed format, and with a specific focus on PSED: Managing feelings and behaviour, Reading, Writing and Maths. The EYFS Profile is completed at the end of the Reception year and reported to parents.

Formal assessment at Key Stage 1

Year 1 children are assessed through the Year 1 Phonics Screening Check (PSC) in June. Results are reported to parents at the end of the Summer Term. Children that do not meet the criteria will be re-assessed in Year 2. Additional support will be given through highly structured programmes throughout the year; plus additional support through the school's preferred, and DfE approved, phonic scheme.

Year 2 children are tested through the use of Assessment Tests (AT) at the end of their time of Year 2, in line with current requirements. They are reported to parents. This is non-statutory, but as a school, this supports our internal moderation and tracking of children's learning.

Formal Assessment at Year 4

All children in Year 4 are required to take part in a multiplication tables check. This is to ensure that they have the right knowledge to prepare them for future years in education. There is no pass/fail mark for this test. It is also completed online. The outcomes of the tests are reported to parents in the child's annual report.

Formal Assessment at Key Stage 2

Formal assessments are completed at the end of Year 6 in line with current statutory obligations. They are reported to parents.

Teacher Assessments

Teachers constantly make assessments, which may or may not be recorded. Assessment strategies in addition to the formal and statutory tests already mentioned include:

- marking and feedback to all pupils
- questioning/discussion with the children
- intervention in small groups to assess understanding
- photographing and videoing work in progress
- moderating children's work with other colleagues
- teacher devised tests for spellings, tables etc.
- listening to children read
- pieces of writing
- handwriting samples
- formal termly testing
- tests conducted by the Educational Psychologist if necessary
- ongoing discussion between colleagues/staff
- assessment for learning techniques
- children, who have continual high scores with other supporting evidence, are entered on the Most Able register (see policy).
- children, who have significantly low scores with other supporting evidence, are entered on to the SEND register.

These are inputted into the Tracking & Monitoring system and the results analysed by the class teacher in discussion with the Headteacher. Analysis of the children's performance is used to identify gaps in teaching or problems with understanding. The attainment achieved by the children is recorded on the school's tracking system, which in turn gives a clear indication of the current attainment levels and overall progress of all children in the school.

The Tracking & Monitoring system the school uses shows and measures progress and attainment for all pupils regardless of ability. This is shared with staff, SLT and Governors termly. Pupil Progress Meetings (PPM) are held at least termly to discuss children and their needs. Analysis of groups of identified learners (Pupil Premium, SEND, EAL, Boys & Girls) takes place with strategies implemented to ensure that all pupils continue to make good or better progress. These are reviewed half termly.

Target Setting

Both formal and informal assessments are used to set whole class, group or individual targets. These can be recorded in the child's book and/or on the wall and are referred to by both teachers and pupils. Pupils are involved in discussions about their next steps for learning. These are ongoing and shared with parents during consultation evenings in the Autumn and Spring terms.

Children with Support Plans (SP), and their parents/carers, are involved in termly reviews.

Reporting to Parents

The class teacher writes an Annual Report to Parents in the Summer term, taking account of all the assessments which have been made over the year. A template is used to give a consistent approach throughout the school. Parents are given an opportunity to make an appointment with the class teacher to discuss the report if they wish.

Monitoring and Evaluation

It is the role of the Headteacher in conjunction with subject co-ordinators and the whole staff

- to monitor and evaluate assessment and test results to ensure there is improvement on previous levels of attainment
- to ensure we have suitable expectations of all pupils
- to ensure identified groups of learners (Pupil Premium, SEND, EAL, Boys & Girls) continue to make good or better progress with attainment being comparable to local and national data
- to ensure that all children have the opportunity to perform as well as their peers
- to ensure our results are as good as pupils locally or nationally (or against other benchmarks)
- to monitor any year on year trends
- to work with the LEA to develop a target setting culture to ensure continual improvement
- to monitor the effectiveness of this policy
- to ensure that the quality and quantity of assessment and record keeping is maintained and built upon

Role of The Co-ordinator

The Assessment Co-ordinator is the Headteacher, Mr Ian Cutts

It is the responsibility of the assessment co-ordinator, in conjunction with subject co-ordinators, to:

- promote a whole school policy to assessment
- ensure assessment is part of the planning cycle
- promote consistency of standards throughout the school
- organise moderation meetings
- ensure that special arrangements are considered for end of Key Stage statutory assessments
- be aware of and disseminate new information about assessment
- attend relevant INSET
- be supportive of staff who need help with assessment issues
- liaise with outside agencies where necessary
- monitor progress and attainment across core subjects, identifying trends that feed in to the Subject Action Plan.

Safeguarding

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

Monitoring and Review

Burstwick Community Primary School's Assessment Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the governors about its implementation and effectiveness. Governors are kept informed via the termly Headteacher's Report.

This Policy will be reviewed at least once every two years through discussion with all staff and Governors.

Date of Review: *September 2025*

Next Review Date: *September 2027*