BIRCH COPSE PRIMARY SCHOOL
ASSESSMENT POLICY

Version
Version: 4

Status
Statutory

Introduction
At Birch Copse School we endeavour to support all children in making better than expected progress and raise confidence and self-esteem. We believe assessment has central role in this. This includes:

- Teacher marking and feedback
- Group work, discussions with children, questioning and observations
- Weekly and End-of-unit assessments (e.g. spelling tests, times table tests)
- Formal summative assessments (Including National Tests)

Assessment is a key aspect of the learning cycle, and is integrated within the school's Teaching and Learning Policy.

This policy outlines the framework for assessment, recording, and reporting in which the statutory requirements can be met, incorporating the process of involving pupils and parents in recognising and recording achievement in all areas of development.

Aims
1. To ensure all children progress
2. To recognise and celebrate achievement and success
3. To ensure children know their next steps in learning
4. To internally track children's attainment and progress
5. To have a consistent approach that measures attainment and progress against National Standards
6. To inform planning to ensure that the teaching and learning meet the needs of all children
7. To help diagnose difficulty and identify appropriate support (see Special Needs Policy)
8. To help identify more able children and provide appropriate extension (see More Able, Gifted and Talented Policy)
9. To inform pupils, parents, governors, L.A., support staff, and teacher colleagues in our school and between schools on children's progress.

Assessment at Birch Copse
Throughout our school, assessment is used in the following ways:

- **Formative (Assessment for Learning -AfL) -** the information gained "informs" or affects the next learning experience. (See Appendix 1)

- **Summative –** systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time. (See Appendix 2 – 5 for procedures and details)

- **Diagnostic –** finding out what attitudes, knowledge, understanding or skills that have not been fully learned or acquired and therefore preventing pupils making expected progress.

  These types of assessments are required to identify children's strengths and weaknesses. This enables us to plan effectively for individual children. These types of tests may be carried out by the SEN Team or other professionals from outside the school staff. Parents are consulted before these types of tests are carried out and arrangements can be made for parents to discuss findings with these professionals. A report is produced for use in school; this is usually filed in an individual file maintained by the SENCO.

- **Evaluative –** informing the strategic planning and direction for the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

  This takes place through the analysis of school data throughout the year by the headteacher, assessment coordinator, subject leaders and the senior leadership team. This is shared with governors and teachers.

Pupil progress meetings
All children will be reviewed as part of the on-going tracking system used within school. The Headteacher and Assessment Coordinator will arrange a series of meetings to review the progress of all children across the school from YF – Y6 with each class teacher. Children either at risk of underachieving, who are underachieving or making

accelerated progress will be highlighted to ensure that progress is closely monitored. Discussion will also be held regarding the need for either additional support or challenge.

Moderation of Teacher Assessment
In school moderation will take place regularly and involve all teaching staff. This activity will ensure that national standards have been applied consistently and develop teachers' professional skills and understanding of assessment.

Target setting
Targets are set at various levels:
1. School targets to predict what Year 2 and 6 will achieve
2. Individual targets for performance in English and Mathematics are set each term
3. Targets within Support and Achievement Plans (SAPs) or Individual Challenge Plans (I.C.P.s)
4. Curricular targets are set in marking and feedback on an ongoing basis for every child so that they are aware of the next steps for their learning
5. Children will be given opportunities, at appropriate times, to review and assess their own and their peers' learning and set their own targets

Self/ Peer Assessment
Children will be given the opportunity, as appropriate, to evaluate their own performance and understanding as well as that of others.

Recording:
Records will consist of:
1. the schools' personal records of each child (blue folder kept in office)
2. the pupils' individual achievement portfolios (kept in classrooms) including:
   a. Foundation Stage Learning Journey
   b. best work from each term
   c. record of summative assessment each term (cover letter to parents)
   d. record of summative assessment at the end of the year
      i. test analysis grids
      ii. teacher assessment grids
3. for any end of term summative assessment data
   a. recorded on the school's data management system (SIMs)
   b. test analysis grid filled in and saved on School Network
   c. teacher assessment Grids scanned and saved on the School Network
4. records of parent/teacher discussions (kept in Year file in Staffroom)
5. a transfer record to be completed when pupils transfer to other schools
6. teachers' personal records
7. individual targets for children with special needs from Support and Achievement Plans (kept with SENCO)
8. individual targets for children with an Individual Challenge Plan (kept with MAGT leader)

Reporting
1. Summative assessments in Reading, Writing and Maths will be shared with parents at the end of each term. They will receive:
   a. A cover letter including achievement headlines
   b. Any teacher assessment grids
   c. Any test analysis reports
2. Written reports on pupils' achievements will be completed towards the end of each academic year, sent to parents and used as the basis for parent open evening towards the end of the summer term.
3. Parent/teacher discussions will be reported on a form to be completed whenever a formal meeting takes place between parents and teacher (and kept in the Year files in the staffroom). Formal parent/teacher discussions, reporting on pupil progress and achievement, will take place during autumn and spring term.
4. Written reports will be sent to the pupils' next school at the time of transfer.

Responsible officer
Assessment Coordinator

Date of last review: **April 2016**

Dates of amendments: **27th September 2010, 31st January 2013, 15th January 2015**

Date of next review: **April 2019**

Formative Assessment/ Assessment for Learning (AfL)

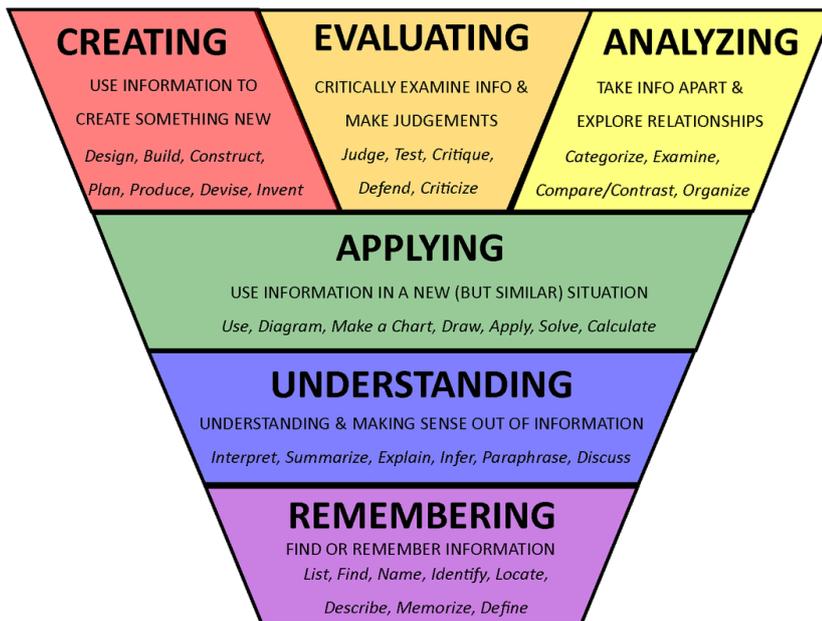| What is it? |
| --- |
| Day-to-day, ongoing assessment based on how well children have achieved against the Learning Objective(s). It informs future learning requirements |

This takes place through planning, Teacher Assessment (observation, marking, feedback), self-assessment and peer assessment. Assessments made will be used to inform future teaching and planning.

Strategy	Purpose	Practice
Sharing learning objectives and success criteria	▪ To define a focus for the learning in that session ▪ To ensure children are aware of what they are learning ▪ To show children what they need to do to be successful in their learning	▪ 'I can' statements ▪ Giving children success criteria (Progressive, differentiated)
Questioning	▪ To elicit what a child knows ▪ To deepen and broaden thinking and learning – Why? How? ▪ To identify misconceptions	▪ Planned series of questions to move learning on ▪ Unplanned questions (responding to children's learning needs – not sticking to plan) ▪ Responding to a question by using another question ▪ Give children adequate time to think and respond ▪ Bounce the question – do you agree? Can you add? ▪ Open and closed questions ▪ Higher order questioning *(Refer to Blooms Taxonomy below)* ▪ Created by learners – e.g. TASC ▪ Use of talk partners ▪ Use of reflection time
Peer and Self Assessment	▪ To give time for children to reflect on their own and their peers' learning ▪ To ensure children are focused on the learning objective ▪ To encourage children to be responsible for their own learning ▪ To promote independent learning ▪ To give an indication of a child's level of confidence ▪ To further develop children's learning	▪ Classroom processes, routines clear for self/peer assessment ▪ Teach children how to self/peer assess ▪ Make time for children to self assess and act upon ▪ Consider most appropriate time to self/ peer assess to have greater impact on learning (not always at the end of a session) ▪ Using success criteria and 'I can' statements to measure success against ▪ Children to identify their own/their peer's strengths and next steps in learning ▪ Children to identify their 'State of learning' to ensure their learning is pitched correctly (e.g. self selection) **Establishing a positive, learning focused classroom culture is essential to ensure positive impact.**
Feedback and marking	▪ To identify a child's strengths and next steps in learning ▪ To identify misconceptions ▪ To provide opportunities to challenge, correct, edit and practice learning ▪ To help teachers monitor progress ▪ To help inform planning. ▪ To provide motivation for the children	▪ **Follow the schools feedback and marking policy.** ▪ Ensure marking and feedback links to 'I can' statements/ success criteria ▪ Children to be given time to read and respond to marking regularly-classroom strategies in place to support this ▪ Teach the children how to respond to feedback. (inc what the marking codes mean)

Using AfL

Strategy	Purpose	Practice
Planning ■ Learning objectives ■ Assessment opportunities	■ To ensure clear learning objectives, differentiation and level of challenge using assessments undertaken ■ Opportunities are planned to gather assessment information to inform next steps in learning	■ Planning is based on learning objectives and information about child's current ability including needs for appropriate 'scaffolding', support and challenge. ■ Identify and plan assessment opportunities. This may include a prior learning check (e.g. at the beginning of a lesson, pre topic test, cold task) or mini plenary to assess progress in a session at different points
Interventions	■ To ensure children's learning is developed at broadly the same pace ■ To prevent children 'falling behind in their learning' ■ To fill gaps in knowledge and understanding	■ Support groups planned for during a session ■ Pre teaching to children ■ Guided group learning in or outside of the session ■ Use of peer teachers or support staff before, during or after the session ■ Discussions with parents, - extra home learning ■ Discussions with SENCO & G&T leader

Bloom's Taxonomy of Questions

CREATING
USE INFORMATION TO CREATE SOMETHING NEW
Design, Build, Construct, Plan, Produce, Devise, Invent

EVALUATING
CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS
Judge, Test, Critique, Defend, Criticize

ANALYZING
TAKE INFO APART & EXPLORE RELATIONSHIPS
Categorize, Examine, Compare/Contrast, Organize

APPLYING
USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION
Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

UNDERSTANDING
UNDERSTANDING & MAKING SENSE OUT OF INFORMATION
Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

REMEMBERING
FIND OR REMEMBER INFORMATION
List, Find, Name, Identify, Locate, Describe, Memorize, Define

Summative Assessment

What is it?
A 'Snapshot' or 'summing up' of what a child CAN do at a given time (e.g. the end of term).

Summative Assessment at Birch Copse

Year Group	When	Summative Assessment of:	Type of Assessment	Details
F	When children are ready	Phonics	Teacher Assess	Children are assessed against each phase of Phonics.
	September AND End of each term	3 Prime Areas of Learning. 4 Specific Areas of learning	Teacher Assess	Using the Development Matters criteria. 'Age-Stage Bands'. Criteria for each band in areas of learning. Bands sub-divided into "**Entering**", "**Developing**", and "**Secure**".
	End of year/ Stage	The 3 Prime Areas of Learning and 4 Specific areas of learning	Teacher Assess	Assessed against the **Early Learning Goals** Children are assessed as either "**Emerging**", "**Expected**" or "**Exceeding**" in each Area of Learning Children who achieve "Expected" or "Exceeding" in all Prime Areas of Learning as well as Literacy and Mathematics are deemed to be at a **"Good Level of Development" (GLD).** **Results sent to DFE**
1	Beginning of term	Reading Age and comprehension	Test	SALFORD Reading test completed Every child autumn, spring and summer term
	End of term	Reading	Teacher Assess	Birch Copse Reading assessment grid
			Test	Rising Stars Termly Progress test *(to inform Teacher Assessment)*
		Phonics	Test	Previous year's Phonics Check
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Teacher Assess	Birch Copse Maths assessment grid
			Test	Rising Stars Termly Progress test *(to inform Teacher Assessment)*
	End of year	Phonics	National Test	Current year's National Phonics Check. **Results sent to DFE**
		Science	Teacher Assess	TBC
2	Beginning of term	Reading Age and comprehension	Test	SALFORD Reading test completed Every child autumn, spring and summer term
	End of term	Reading	Teacher Assess	Birch Copse Reading assessment grid
			Test	Rising Stars Termly Progress test *(to inform Teacher Assessment)*
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Teacher Assess	Birch Copse Maths assessment grid
			Test	Rising Stars Termly Progress test *(to inform Teacher Assessment)*
	End of Year	Science	Teacher Assess	TBC
	End of Key Stage	Phonics re-sits	National Test	Current year's National Phonics Check for children who were 'Working Towards' at the end of Year 1. **Results sent to DFE**
		Reading	National Test	Internally marked. Used to inform teacher assessment
		English Grammar, Punctuation and Spelling	National Test	Internally marked. Used to inform writing teacher assessment
		Maths	National Test	Internally marked. Used to inform teacher assessment
		Reading	Teacher Assess	Assessed against national framework. (Interim for 2015-2016). Results sent DFE.
		Writing	Teacher Assess	
		Maths	Teacher Assess	
		Science	Teacher Assess	

3	Beginning of term	Reading Age	Test	SALFORD Reading test completed - Every child autumn term - Children below ARE for spring and summer term
	End of term	Reading	Test	Rising Stars Termly Progress test
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Test	Rising Stars Termly Progress test
	Autumn Term	NFER Non-verbal reasoning	Test	Usually completed in October
	End of Year	Science	Teacher Assess	TBC
4	Beginning of term	Reading Age	Test	SALFORD Reading test completed - Every child autumn term - Children below ARE for spring and summer term
	End of term	Reading	Test	Rising Stars Termly Progress test
			Test	Salford Reading Test
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Test	Rising Stars Termly Progress test
	End of Year	Science	Teacher Assess	TBC
5	Beginning of term	Reading Age	Test	SALFORD Reading test completed - Every child autumn term - Children below ARE for spring and summer term
	End of term	Reading	Test	Rising Stars Termly Progress test
			Test	Salford Reading Test
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Test	Rising Stars Termly Progress test
	Autumn Term	NFER Non-verbal reasoning	Test	Usually completed in October
		NFER Verbal reasoning	Test	Usually completed in October
	End of Year	Science	Teacher Assess	TBC
6	Beginning of term	Reading Age	Test	SALFORD Reading test completed - Every child autumn term - Children below ARE for spring and summer term
	End of term	Reading	Test	Rising Stars Termly Progress test
			Test	Salford Reading Test
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Test	Rising Stars Termly Progress test
	End of Year	Science	Teacher Assess	TBC
	End of Key Stage	Reading	National Test	Externally marked. **Results sent to DFE**
		English Grammar, Punctuation and Spelling	National Test	Externally marked. **Results sent to DFE**
		Maths	National Test	Externally marked. **Results sent to DFE**
		Reading	Teacher Assess	Assessed against national framework. (Interim for 2015-2016). **Results sent to DFE**.
		Writing	Teacher Assess	
		Maths	Teacher Assess	
		Science	Teacher Assess	

Summative Assessment Procedures

- At the beginning of each term, deadlines for data to be submitted will be shared (this will either be put onto the school's data system (SIMS) or on a shared spreadsheet for the SALFORD tests)
- Teachers will be required to assess children according to the table in Appendix 2
- Procedures for each assessment are as follows:

Teacher Assessment

Writing Year 1 – 6; Reading and Maths Year 1 - 2

- Use the Birch Copse Assessment grid for the relevant subject and Year Group
- One grid per child should be used throughout the year
- Teachers should look at a range of learning evidence from throughout the term. I can statements should only be ticked when a child has mastered it. In order to master an objective, children must: Be taught it,   practice it, apply it and apply it successfully in a different context.
- The grids should be filled in using the following key:

Code	Meaning
✓	**The child can do this** *They have shown evidence of working securely in this area - i.e. the skill has been seen applied in a range of different situations*
●	**The child cannot do this yet** *This skill has been covered in lesson time this term but the child is not yet secure in it*
[Blank]	**This has not been covered yet** *There is no evidence that the child is secure in this area as it has not been covered in class this term*

- Once the grids have been filled in, an overall judgment can be made based on the number of ticks awarded (details can be found at the bottom of each of the grids and in Appendix 5)
- The overall judgment can be represented in two ways
  - As a SIMs code ranging from A0-A6, B1-B6 and C1-C6 (the three letters represent Infants, Lower Juniors and upper Juniors)
  - Written prose stating at what stage the child is working at (e.g. B4 is Working at Year 5 End of **Spring** term Standard)
- The SIMs code should be inputted in the School's Data Management system (SIMs) before the deadline
- The assessment grids will be sent home to parents at the end of each term

Test Assessment

Reading and Maths at the end of each term in year 3 – 6

- Rising Stars "Half-Termly Progress Tests" for the relevant term and year group to be used.
- Both tests for the term to be administered at the end of the term and the scores combined. 50 minutes in total for each set of tests to be given to the children (can be split into 2 lots of 25 minutes if preferred)
- Scores are then converted into a judgment (details can be found in Appendix 4). This can be represented in two ways
  - As a SIMs code ranging from A0-A6, B1-B6 and C1-C6 (the three letters represent Infants, Lower Juniors and upper Juniors)
  - Written prose stating at what stage the child is working at (e.g. B4 is Working at Year 5 End of **Spring** term Standard)
- The SIMs code should be inputted in the School's Data Management system (SIMs) before the deadline
- Following the test assessment, an analysis of the tests should be completed. This is done on a test analysis spreadsheet.
  - Details from this analysis will be shared with parents at the end of each term

Phonics

- Use old National tests at the end of Autumn and Spring term and the current National test for the summer term
- Children's score should be recorded on the "Phonics Assessment Results" Spreadsheet for autumn and spring term and on SIMs in the summer term

Salford Reading Test

- Use Salford Reading test A in the Autumn term, B in the Spring term and C in the Summer term
- For each child, a Reading Age and Reading Standardised Score should be recorded on the "Salford Reading Test Results" Spreadsheet

Verbal and Non-Verbal Reasoning Tests
- Using the NfER Non-Verbal Reasoning tests in year 3 and year 5
- Using the NfER Verbal Reasoning tests in year 5

End of Key Stage National Testing Year 2 and 6
- Year 2 and Year 6 children will sit National tests at the end of the year in Reading, Maths and Grammar, Punctuation and Spelling.

Tests Score conversions
For year 3 - 6

Autumn – Tests 1 AND 2 combined			
Reading Score	0 – 5	6 – 12	13 - 27	28 - 40
Maths Score	0 – 5	6 – 12	13 - 27	28 - 40
Attainment	**Not yet previous year End of Summer term Standard**	**Working at previous year End of Summer term Standard**	**Working at Year (3,4,5,6) End of Autumn term Standard**	**Working at Year (3,4,5,6) End of Spring term Standard**
Parent reporting	**Working BELOW**	**Working SLIGHTLY BELOW**	**Working AT**	**Working ABOVE**
Year 3 SIMs entry	**A4** or below (poss. Use Year 2 Grid)	**A5**	**A6**	**B1** (Poss. Take spring tests)
Year 4 SIMs entry	**B1** or below (poss. Take earlier test)	**B2**	**B3**	**B4** (Poss. Take spring tests)
Year 5 SIMs entry	**B4** or below (poss. Take earlier test)	**B5**	**B6**	**C1** (Poss. Take spring tests)
Year 6 SIMs entry	**C1** or below (poss. Take earlier test)	**C2**	**C3**	**C4** (Poss. Take spring tests)

Spring – Tests 1 AND 2 combined			
Reading Score	0 – 5	6 – 12	13 - 27	28 - 40
Maths Score	0 – 5	6 – 12	13 - 27	28 - 40
Attainment	**Not yet Year (3,4,5,6) End of Autumn term Standard**	**Working at Year (3,4,5,6) End of Autumn term Standard**	**Working at Year (3,4,5,6) End of Spring term Standard**	**Working at Year (3,4,5,6) End of Summer term Standard**
Parent reporting	**Working BELOW**	**Working SLIGHTLY BELOW**	**Working AT**	**Working ABOVE**
Year 3 SIMs entry	**A5** or below (poss. Take earlier test)	**A6**	**B1**	**B2** (Poss. Take summer tests)
Year 4 SIMs entry	**B2** or below (poss. Take earlier test)	**B3**	**B4**	**B5** (Poss. Take summer tests)
Year 5 SIMs entry	**B5** or below (poss. Take earlier test)	**B6**	**C1**	**C2** (Poss. Take summer tests)
Year 6 SIMs entry	**C2** or below (poss. Take earlier test)	**C3**	**C4**	**C5** (Poss. Take summer tests)

Summer – Tests 1 AND 2 combined			
Reading Score	0 – 5	6 – 12	13 - 27	28 - 40
Maths Score	0 – 5	6 – 12	13 - 27	28 - 40
Attainment	**Not yet Year (3,4,5,6) End of Spring term Standard**	**Working at Year (3,4,5,6) End of Spring term Standard**	**Working at Year (3,4,5,6) End of Summer term Standard**	**Working above Year (3,4,5,6) End of Summer term Standard**
Parent reporting	**Working BELOW**	**Working SLIGHTLY BELOW**	**Working AT**	**Working ABOVE**
Year 3 SIMs entry	**A5** or below (poss. Take earlier test)	**B1**	**B2**	**B3** (Poss. Take summer tests)
Year 4 SIMs entry	**B3** or below (poss. Take earlier test)	**B4**	**B5**	**B6** (Poss. Take summer tests)
Year 5 SIMs entry	**B6** or below (poss. Take earlier test)	**C1**	**C2**	**C3** (Poss. Take summer tests)
Year 6 SIMs entry	**C3** or below (poss. Take earlier test)	**C4**	**C5**	**C6** (Poss. Take summer tests)

Teacher Assessment Judgments

Stage	Year group	On track to achieve year group standards	Development matters	ELG	Grade for entry into SIMs
Reception (Early Years Outcomes)			Below 30-50E	Emerging	Below
			30-50E		30-50E
			30-50D		30-50D
			30-50S		30-50S
		On Entry	40-60E		40-60E
		ARE autumn	40-60D		40-60D
		ARE spring	40-60S		40-60S
		ARE summer	40-60S+	Expected	ELG
				Exceeding	

Stage	Year group	Working at end of:	Birch Copse Grid for Teacher Assessment	Grade for entry into SIMs
Key Stage 1	Year 1	Autumn term Standard	Year 1 Grid	A0
		Spring term Standard		A1
		Summer term Standard		A2
	Year 2	Autumn term Standard	Year 1 and Year 2 Grid	A3
		Spring term Standard	Year 2 Grid	A4
		Summer term Standard		A5
Lower Key Stage 2	Year 3	Autumn term Standard	Year 2 and Year 3 Grid	A6
	Year 3	Spring term Standard	Year 3 Grid	B1
		Summer term Standard		B2
	Year 4	Autumn term Standard	Year 3 and Year 4 Grid	B3
		Spring term Standard	Year 4 Grid	B4
		Summer term Standard		B5
Upper Key Stage 2	Year 5	Autumn term Standard	Year 4 and Year 5 Grid	B6
	Year 5	Spring term Standard	Year 5 Grid	C1
		Summer term Standard		C2
	Year 6	Autumn term Standard	Year 5 and Year 6 Grid	C3
		Spring term Standard	Year 6 Grid	C4
		Summer term Standard		C5
		Exceeding End of Year 6 Standard		C6
				C+