

Beaconside Primary and Nursery School Assessment Policy



Approved by: FGB

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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](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Assessment is at the heart of teaching and learning.

Assessment provides evidence to guide teaching and learning.

Assessment provides the opportunity for students to demonstrate and review their progress.

Assessment is fair.

Assessment is inclusive of all abilities.

Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest.

Assessment outcomes are used in ways that minimise undesirable effects.

Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.

Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious.

Assessment places achievement in context against nationally standardised criteria and expected standards. Assessment embodies, through objective criteria, a pathway of progress and development for every child. Assessment objectives set high expectations for learners.

Assessment is appropriate.

The purpose of any assessment process should be clearly stated.

Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).

Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.

Assessment should demand no more procedures or records than are practically required to allow teachers to plan future learning.

Assessment is consistent.

Judgments are formed according to common principles.

The results are readily understandable by third parties.

A school's results are capable of comparison with other schools, both locally and nationally.

Assessment outcomes provide meaningful information for:

Pupils in developing their learning;

Parents in supporting children with their learning;

Teachers in planning teaching and learning experiences.

4. Assessment approaches

At Beaconside 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

A range of daily formative assessment tools are used including:

- reading, writing and maths standards
- milestones for non-core subjects
- use of questioning
- feedback (written and verbal) in line with school feedback policy
- observation, particularly in the Early Years Foundation Stage
- learning discussions with pupils
- pupil self-assessment using marking ladders and success criteria
- retrieval practice/quizzes.

4.2 In-school summative assessment

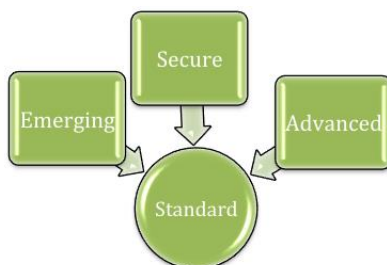
Effective in-school summative assessment enables:

- **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.

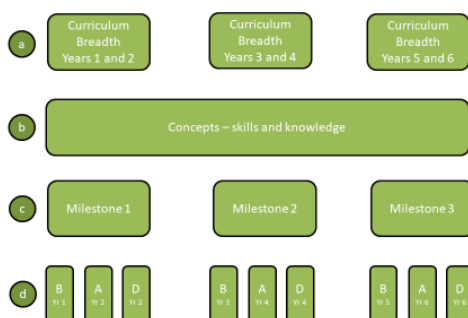
A range of termly summative assessment tools are used including:

- NFER tests (reading)
- White Rose tests (maths)
- reading, writing and maths standards
- end of unit evaluations (all subjects apart from Maths and English)
- IPP evaluations for pupils with SEND
- EYFS Profile tracking system

Using a combination of the formative and summative tools listed above, pupils, Years 1 -6, will be given a termly standard/milestone judgement, which will allow progress and attainment to be monitored. Age related expectation for any pupil will be to be secure at their age related standard in reading, writing and maths: a year 4 pupil should attain Standard 4 Secure by the end of the school year. Within each standard there is a variation from emerging within that standard to being advanced. It would also be expected that a more-able pupil in year 4 could be judged at standard 5 and a pupil with SEND could be judged as standard 3 or below. This continuum ensures that support and challenge is provided for all.



In Science and non-core subjects, pupils' learning will be judged by meeting the appropriate milestones at the depth expected – basic learning in years 1, 3 and 5 and advancing or deep learning in years 2, 4 and 6.



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
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Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests at the end of Key Stage 2 (year 6)

Early Years Foundation Stage (EYFS) pupils also engage with a baseline screening that will be used to measure progress at the end of KS2.

5. Collecting and using data

The Head Teacher, alongside key subject leaders, monitor daily formative assessment.

Frequent moderation of the tools used and work scrutiny takes place as a whole school, in key stage phases and with pyramid schools.

The daily use of assessment and its impact is also monitored through learning walks and pupil voice.

Termly assessment data is collated for detailed analysis. This analysis is shared with SLT, appropriate subject leaders (English, Maths, Science, SENCo and Pupil Premium Mentor), individual teachers in pupil progress meetings and the governing body through the termly Head Teacher's Report. This then feeds into School Development Plans (SDP), subject leader action plans, subject planning and provision planning.

In addition to school-based data, national reports (ASP and IDSR) and data produced by Local Authority/DfE are used to analyse and compare performance with other schools. This set of data is used as above and to aid target setting for the school, cohorts, groups and individuals.

6. Reporting to parents

At Beaconside we provide parents with an opportunity termly to meet with the class teacher. At this meeting a written summary of progress to date will be shared.

An annual written report will detail the following:

- achievements and attainment in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development;
- effort and learning behaviours
- arrangements for discussing the report further
- the pupil's attendance record including:

- the total number of possible attendances for that pupil
- the total number of unauthorised absences for that pupil
- the results of any statutory testing.

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 will 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. Roles and responsibilities

8.1 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.

8.2 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.

8.3 Teachers

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

9. Monitoring

This policy will be reviewed every two years.

All teaching staff are expected to read and follow this policy.

SLT and subject leaders will monitor the effectiveness of assessment practices across the school, through:

- moderation
- lesson visits
- book scrutinies
- pupil voice
- pupil progress meetings.

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Feedback Policy
- Early Years Foundation Stage Policy