Broadfield Assessment Policy

Date: 2nd January 2021
Approved By: SLT 25.1.2021   Governors 28.1.2021
Review Date: January 2023

Broadfield Primary School Values and Visions

Whilst at Broadfield we will work hard to demonstrate the values of:

Belief

Respect

Our community

Aspiration

Diversity

Friendship

Inclusion

Equality

Learning

Determination

In line with our mission statement:

Together we can achieve

The policy should be read in conjunction with the following:

Feedback Policy

SEND Policy

Remote Learning Policy

Aims of this policy:
- To provide clear guidelines on our approach to assessment
- To establish a clear and coherent approach to recording summative assessment outcomes and reporting to parents
- To clearly set out how and when assessment practice will be monitored and evaluated

Principles of Assessment:
- to support the process of raising standards by:
    1. recognising the strengths and talents of pupils
    2. identifying and supporting pupils' areas for development
    3. informing future planning for classes, groups of children or individuals
    4. identifying children for intervention
- to motivate pupils and enhance self-esteem by:

1. involving children with self and peer assessment and supporting them in becoming independent learners
2. helping pupils to know and recognise the stage that they are aiming for and their next steps in learning

- to inform teachers, parents, governors, other relevant bodies about the progress that children make by:
  1. providing information for target setting for individuals, groups and cohorts
  2. informing parents and other interested parties of children's progress
  3. supporting critical self-evaluation of the school.

Forms of Assessment at Broadfield

The main tool for assessment is Assertive Mentoring. This links to the National Curriculum expectations for each year group.

Additional tools (Appendix 1) include:

PIRA reading assessments

Past SAT papers

In the EYFS, Development Matters Statements

Tracking in core subjects relates to stages of development. Stages correlate to year groups. E.g. Stage 0 is Reception; Stage 1 is Year 1 etc. Children are assessed as emerging, developing, securing or mastering within each stage.

A small number of children may need to be assessed at a lower stage than their year group.

The main tools for assessment of children with SEND, who are not working within the curriculum for their year group, is PIVATS 5 and the AET Framework (Autism Education Trust).

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

(Marking and feedback is given in line with the Feedback Policy)

Assessments may be formative, summative or diagnostic. (Appendix 1)

- **Diagnostic**: this identifies particular learning difficulties and strengths and informs target setting for those pupils who require additional learning support. At Broadfield School we will seek the support and advice of Educational Psychologist, speech therapists and QEST (Quality Education Support Team) where appropriate to arrange such assessments. These might relate to dyslexia; working memory; colour blindness or speech sounds, for example.

The teacher will:
- evaluate pupils learning during and after each lesson to identify those pupils with particular needs (including those who are able) so that any issues can be addressed within the lesson or in subsequent lessons. This will include targeted and differentiated questioning
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and success criteria and provide opportunities for them to evaluate their own and their peers progress
- mark work so that it is constructive and informative in accordance with the marking policy

- set (with the children where appropriate) individual and challenging targets in mathematics, reading and writing on a regular basis
- regularly share these targets with parents through Assertive Mentoring meetings and written reports
- complete formal assessments according to the school cycle
- submit teacher assessment data according to the school cycle
- use platforms such as Google Classrooms and Purple Mash to support assessment when remote or blended learning is necessary.

Parents will:
- be provided with assessment information on request and through Assertive Mentoring meetings (twice a year) and written reports (termly)
- be provided with the results of statutory tests

The Headteacher and Senior Leadership Team will:
- monitor the performance of pupil cohorts, highlight pupils who have made little or no progress or are working below expectations and discuss these pupils on a termly basis with teachers.
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as SEN, pupil premium, gender, vulnerable children, looked after children and children from an ethnic background
- report to governors regarding the success of this policy, standards (including statutory test results) and cohort targets.
- support parents to understand how pupils are performing in comparison to pupils nationally.

Assessment Cycle
(Appendix 2)
The information provided enables the school to:
- identify the percentages of children working at each stage within a cohort
- evaluate progress within classes and cohorts and amend provision as needed
- set cohort targets for English and mathematics
- share information with Headteacher, Assessment Coordinator, SENCO, subject leaders and Governors
- form a basis for moderation
- support transition

Inclusion
The principles of this 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 requirement for support and intervention.

Children on the SEN register are, where possible assessed in line with whole school procedures. Where necessary, in response to individual needs, PIVATS 5 is the tool used to measure small steps progress.

Children with identified speech and language difficulties will be assessed termly, using PIVATS 5 speaking and listening statements.

Children with personal, social and emotional difficulties will be assessed termly using PIVATS 5 for each area of need.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are completed, there is evidence available to justify judgements made.

At Broadfield School we will:
- meet half termly to moderate writing assessments in school – within and across units
- meet with other schools within the West Oldham Trust twice a year to moderate writing assessments
- subject co-ordinators and middle leaders will moderate work through planning, book scrutiny and pupil interviews, feeding findings back to members of staff and the Senior Leadership Team
- moderate a sample of mathematics and reading judgements termly
- participate in the Local Authority moderation process

Training

School leaders keep up to date with developments in assessment by reference to evidence based research e.g. the EEF (Education Endowment Foundation) and through collaboration with other education establishments-such as Oldham Sixth Form College.

Training needs are also identified through the Performance Management process.

Staff training needs are linked to the school development plan and the needs of staff and children in school.

Appendix 1				
Subject	**Assessment**	**When**	**Who**	**Purpose**
Reading	PIRA	Termly

Summer Term | Years 1-6

Year R | Standardised Summative/

Diagnostic |
| | PM Benchmark Assessment | As required | Years 1-6 | Standardised Summative /

Diagnostic

To confirm book level |
| | YARC | As required | Years 3-6 | Standardised Summative /

Diagnostic

To confirm book level |
| | Keyword Assessment and

Common exception words-reading | Half Termly

Termly | Years R-1

Y2+ | To monitor progress and inform provision |
| | Past SAT's papers | Termly | Year 6 | Summative

To inform groupings |
| **Phonics** | Phase Assessments

Formative | Termly | Years R-2

(Years 3-6 as required)

Daily | To monitor progress and inform groupings |
| **Writing** | Assertive mentoring | Half termly | Years R-6 | To monitor progress and inform provision |
| | Keyword Assessment and

Common exception words-spelling | Termly | Years R-1

Year 2+ | To monitor progress and inform provision |

	Grammar Hammer	2 per half term	Years 1-6	To inform provision and Assertive Mentoring teacher assessment for writing
	Past SAT's SPaG papers	Termly	Year 6	Summative To inform groupings
Mathematics	Assertive Mentoring	Half Termly	Years 1-6	To monitor progress To aid target setting
	DFE Ready to progress Criteria	Termly	Years 1-6	To support assessment as mastery
	Number facts check: Number bonds Times tables Counting	Termly	Years 1-4	To monitor progress and inform provision
	Non negotiables	Termly	Years N-R	To monitor progress and inform provision
	Maths skills gaps assessment	As required	Years R-6	To monitor progress and inform provision
	Arithmetic tests	Weekly	Years 3-6	To support recall and inform provision
	Past SAT's papers	Termly	Year 6	Summative To inform groupings

Science	Assertive Mentoring	Termly	Years 1-6	Summative
Other	Pre and post topic assessment E.g. quizzes/ mind maps / tasks etc.	Pre / Post topic All subjects	Years 1-6	To inform provision, identify gaps in knowledge or skills and monitor progress
PSED **Speaking and Listening**	PIVAT5	Termly	Children with SEND as appropriate	To aid target setting, inform provision and monitor progress
PSED **Speaking and Listening** **Learning behaviour**	AET Progression Framework	Termly	Children with SEND as appropriate	To aid target setting, inform provision and monitor progress
EYFS	Base line assessments using Development Matters Statements WellComm NELI	On entry to Reception On Entry and then Termly Autumn Term	Reception Acorns, Nursery and Reception Reception	Summative To inform planning and provision Summative To inform planning and provision

Diagnostic assessments are also be carried out with the support of the Educational Psychologist, Speech Therapists and QEST (Quality Education Support Team) where appropriate These might relate to dyslexia; working memory; colour blindness or speech sounds, for example.

Appendix 2

Assessment Cycle 2020 / 2021

Beginning of the Autumn Term 2020
- Maths Assertive Mentoring test 6 from previous year group (wb 7.9.2020)
- Arithmetic test – current year (wb 7.9.2020)
- PIRA summer test from previous year group (wb 7.9.2020)
- Times tables / key number facts check
- Phonics assessments (KS1 and identified children in KS2)
- Spelling check – previous year
- An independent piece of writing –All About Me (link to identity)
- Writing folders to be passed up

Assessment and Data Cycle
- Mathematics AM tests will be administered at the end of each half term and information used to set new targets
- Arithmetic tests in KS2 weekly
- Times tables and key number fact data collated termly
- Science assessments need to be completed prior to the three **half term** holidays i.e. Oct / Feb / May
- Targets for reading and writing to be set half termly based on formative / summative assessments as appropriate

Data to be submitted: (to PS / CW and subject leader)
- PIRA reading test: raw score; standardised score; reading age.
- Phonics tracker
- Teacher Assessments

(Class teachers should keep further records of formative and summative assessments to support their teacher assessments and the moderation process)

Moderation

Writing
- First week of each half term (as far as is possible)– in school (Sample of writing evidence from each class - Minimum 3 pieces of 'final draft' writing per child)
- With the West Oldham Trust Schools – twice annually

Maths and Reading:
- December / March / July

Autumn Term	Week	Date 2020/ 2021
Initial Pupil Progress – setting the scene	6	Tuesday 6th and Wednesday 7th October 2020
Parent meetings	7	Wb 12.10.19 Via telephone / zoom
Maths AM test 1	8	Wb 19.10.2020
PIRA reading assessment	11	Wb 9.11.19
Maths AM test 2 Science assessment 1 Teacher Assessments	13	Wb 23.11.2020
Data submitted	**14**	**Thursday 3rd December**
Pupil Progress	15	Tuesday 8th and Wednesday 9th December 2020
Spring Term		
Maths AM test 3	23	WB 1.2.2021
PIRA reading assessment	27	Wb 1.3.2021
Maths AM test 4 Science assessment 2 Teacher Assessments	28	Wb 8.3.2021
Data submitted	**29**	**Thursday 18.3.2021**
Pupil Progress	31	Tuesday 23rd and Wednesday 24th March 2021
Parent meetings	31/32	25th -31st March 2021
Summer Term		
Maths AM test 5	37	WB 10.5.2021
PIRA reading assessment	42	WB 14.6.2021
Maths AM test 6 Science assessment 3 Teacher Assessments	43	Wb 21.6.2021

Data submitted	43	Thursday 1.7.20
Pupil Progress	44	Tuesday 6th and Wednesday 7th July 2021