**Buckminster Primary School Assessment Policy**

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**‘**It goes without saying that assessment goes hand-in-hand with the curriculum; but it is high quality *formative assessment* that goes to the very heart of good teaching.’

John McIntosh CBE- Chair of the Commission of Assessment without Levels 2015

**The need for change- Assessment without levels**

From September 2015, national curriculum levels will no longer be used for statutory assessments. Research concludes that school assessment has been too dominated by the requirements of the national assessment framework and testing regime.

‘Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace. Levels also used a ‘best fit’ model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level. This meant it wasn’t always clear exactly which areas of the curriculum the child was secure in and where the gaps were.’

(Final report of the Commission on Assessment without Levels September 2015)

The focus should now be on high-quality, in-depth teaching, supported by in-class formative assessment. **Depth** of learning should be fundamental rather than acceleration without depth.

At Buckminster School, quality teacher assessment, clearly tied to its purpose, has always been prioritised but there is an opportunity, with increased freedom, to challenge and improve our existing policy. This new policy clearly sets out our rationale for assessment- explaining: why, what, how and when your child will be assessed. Areas that underpin our school’s ethos and go hand -in -hand with our curriculum will also be measured such as how independent is your child, how resilient are they, how well do they demonstrate a sense of right or wrong or show fairness?

**Why children are assessed? Our principles of Assessment**

Assessment of pupils’ attainment and progress will:

* Be directly linked to our curriculum in its **widest** sense.
* Enable teachers to assess pupils’ understanding of a topic and identify where there are gaps. This information then helps in the planning of future lessons enabling secure understanding of key ideas and concepts before moving onto the next phase of learning.
* Focus on gaining **deeper** understanding (mastery) through problem-solving, questioning and encouraging deep mathematical thinking. It is how skilfully a child can apply their learning. This will be prioritised over pace.
* Provide parents and carers with a clear sense of how to support their children to build and consolidate learning.
* Contribute to the early and accurate identification of children’s special educational needs and any requirements for support and intervention.
* Provide children with feedback showing where their knowledge and understanding is secure and those areas where there are gaps.
* Enable children to be actively involved in assessing their own learning
* Provide school, including governors, with the information to measure strengths and plan for future areas of development.

**What are the different forms of assessment used at Buckminster?**

**In-school formative assessment**

Used by teachers to evaluate pupils’ knowledge and understanding **on a day-to-day** basis and to tailor teaching accordingly. This is reported to parents through school reports and parent/teacher meetings.

Examples of this:

* + *Marking of pupils’ work*
  + *Observational assessment*
  + *Regular short re-cap quizzes*
  + *Scanning work for pupil attainment and development*
  + *Question and answer*
  + *Peer assessment and critique*

**Reception Children**

On entry to school your child’s teacher will observe and assess their abilities in line with the EYFS curriculum and pre-school information. This will be captured naturally, through the day, not by formal testing. By having a good understanding of your child’s abilities when they start school, your child’s teacher will be able to measure their progress and plan for any gaps.

**In-school summative assessment**

Used to evaluate how much a child has learned **at the end** of a teaching period. This is reported to parents through school reports and parent/teacher meetings.

Examples of this:

* *End of topic/term/ year short tests*
  + *Reviews for pupils with SEN and disabilities including reading age etc****.***

**Scrutiny of performance and monitoring impact**

Results from both formative and informative assessments will be formally recorded at three key points each year. (End of autumn, spring and summer terms). This will enable performance to be further scrutinised for individual children, by cohorts, by gender, by other specific groups such as Special Needs Children, children with high performance etc.

**Teaching assistants-** will also be monitoring the impact of taught interventions and assessing whether the outcomes for pupils are appropriate.

**Nationally standardised summative assessment**

Used by the Government to hold schools to account-providing information on how pupils are performing in comparison to pupils nationally. From summer 2016 the results of national curriculum tests at Key Stage 1 and 2 will be reported in the form of scaled scores.

**Tests/Assessments that children will undertake:**

* + ***Early Years Foundation Profile***

The EYFS profile assessment is completed in the final term of Reception and provides a reliable and accurate assessment of

your child. The data is used to: inform parents about their child’s development against the early learning goals (ELGs) and

the characteristics of their learning and help year 1 teachers plan responsive learning that will meet the needs of your child if there are any gaps in learning.

* + ***Year 1*** - **Phonics Check** (and year 2 if standard not reached in previous year)

This check demonstrates how well your child can use the phonics skills they’ve learned up to the end of year 1. It also identifies children who need extra phonics help in year 2. The checks consist of 40 words and non-words that your child will be asked to read on a one-

-to- one basis with a teacher.

* ***Year 2*** end of Key stage tests consisting of:

Maths - 1 Arithmetic and 1 Reasoning paper

Grammar, Punctuation and Spelling Test

Reading Test

* ***Year 6*** end of Key stage tests consisting of:

Maths - 1 Arithmetic Paper, 2 Reasoning papers

Grammar, Punctuation and Spelling Test

Reading test

**How will my child be assessed?**

Your child will be assessed daily in the formative ways listed above. Periodically your child will also be given short tests to capture their knowledge and understanding.

**How are the assessments planned for?**

Each teacher plans the curriculum and highlights appropriate assessment opportunities in each area. Please see an example of this below for English.

**Long Term Plans Class Cycle A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Term 1and 2**  **Midnight World.** | **Term 3 and 4**  **In the Jungle.** | **Term 5 and 6**  **Exploring this world and beyond.** |
| **English** | Descriptive writing/expand nouns with adjectives  Explanation writing  Basic punctuation  Poetry Instructions/command sentences Basic punctuation | Narrative writing. Past and present tense. Basic punctuation adjectives, nouns and adverbs. Poetry Instructions Punctuations (. A ! ?) and Contractions Verbs in the correct tense | Recounts  Narrative writing  Using co-ordinating conjunctions  Write sentences using co-ordinating and subordinate conjunctions  Non-chronological reports  Letters |
| **Assessment focus and type** | Assessment focus:  1. Can children use basic punctuation in own writing?  2. Can Y1 children separate words with a space?  3. Can Yr2 children use adjectives to describe nouns?  Assessment type:  Guided writing session.  Assessment type**:**  1+2+ 3 Unaided piece of writing x 2  Assessment focus:  1. Can children say then write simple command sentences?  Assessment type:  1. One guided sessions per group and 1 unaided piece of writing. | Assessment focus: 1. Can Yr1 children write simple sentences to form a short narrative? 2. Can Yr 2 children write a narrative in the present tense containing some verbs? Assessment type: Observations, watching groups of children and listening to their discussions to assess their learning and understanding. Assessment type: 1+2. One unaided piece of writing. Assessment focus: 1. Can children use a range of punctuation effectively? 2. Can Yr2 children use an apostrophe to mark contracted forms? Assessment type: 1. One piece of unaided writing and one guided group session per group. 2. Short apostrophe test | Assessment focus:  1. Can children clearly organise a sequence of sentences?  2. Can children use co-ordinating conjunctions in own writing?  Assessment type:  Self and peer assessment, children determine what they and their peers know and can do, what they still find challenging and the next steps for them.  Assessment type:  1+2. One piece of unaided writing  Assessment focus:  1. Can children use relevant vocabulary and provide additional information for the reader? (No-chron report)  2.Can children form letters correctly with clear ascenders and descenders?  Assessment type:  1. One unaided piece and one guided session per group.  2. Handwriting test and unaided writing |
|  | **Phonics assessments - assessing each child on a particular phase of Letters and Sounds** | **Phonics assessments - assessing each child on a particular phase of Letters and Sounds** | **SATS - Yr2 before end of May**  **Phonics statutory testing and teacher assessments** |
| **Reading – ongoing reading assessment using running reading records, comprehension questions 1x a week. Guided reading sessions 1x a week, focussing on questioning. Asking questions to assess children’s starting points and predicting. Questioning for understanding of the text and vocabulary. Asking a range of questions from literal to high order to develop understanding. Using questioning to evaluate texts read. Making sure children have thinking time and talk partners to ensure all are engaged in answering questions.** | | | |

**How will I be informed of the assessment findings?**

Through two parents’ evenings a year and an additional opportunity to raise any pertinent issues after receiving your child’s end of year report. Buckminster School has a very ‘open- door’ policy and welcomes additional meetings with parents if any issues come to light.

**What can I expect to learn from meetings and reports?**

* Your child’s teacher will inform you of any curriculum strengths and also any gaps in their learning. They will advise you of what school is doing to address any gaps and give you suggestions for further support at home.
* You will know whether or not your child is meeting or exceeding the requirements of the statutory curriculum in Maths, English and Science for their relevant age.
* You will know how your child has progressed by teachers showing improvements in work at parent’s evenings, articulating pupil progress meeting findings to you or by being given the results of informal/ formal tests.
* In addition, you will glean more about your child’s learning profile in its widest sense. These will be under the skills categories of: Creative Thinking, Effective Participation, Independent Enquiry, Reflective Learning, Self-Management and ability to work as part of a team. These are all key skills in creating thoughtful and productive citizens of the future. This information will be formally recorded on your child’s end of term report with key strengths and developments verbally given at parents' evenings.

An example of one of these skills categories is found below.

This policy and all of the skills sheets can also be found on our school’s website.

**Assessment Profile- Team Workers**

**Buckminster Primary School**

**Name**

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Key vocabulary to progressively develop: taking turns, leader, sharing, choices, communicate,

positive contribution, collaboration, persuade, empathy, self- motivation, mediator

|  |  |  |
| --- | --- | --- |
|  | EYFS | Initial when evidenced  (staff / pupils) |
| a | I can take part in groups. |  |
| b | I copy the verbal and non- verbal responses of others. |  |
| c | With an adult present, I listen for a period of time in a group. |  |
| d | I encourage others to take turns (e.g. pass items within a circle). |  |
| e | I enjoy working in a group for playground games or in turn- taking games. |  |
| f | I can work alone. |  |
| g | I can take on a part in role play. |  |
|  | KS1 |  |
| a | I contribute verbally in a group. |  |
| b | I tell other people when they have done well. |  |
| c | I know and can say what you need to do to be an effective listener. |  |
| d | I help others join in and show or tell them what they need to do. |  |
| e | I work well in group activities. |  |
| f | I know that sometimes I have to work on my own and sometimes in a group. |  |
| g | I can share. |  |
| h | I know what a leader is. |  |
| i | I sometimes act as a leader. |  |
| j | I know that the choices I make will have an impact on others. |  |
|  | LKS2 |  |
| a | I take part in a team and understand that everyone should be given time to contribute. |  |
| b | I notice when other members of the group are working well. |  |
| c | I listen well and know when others are listening well. |  |
| d | I communicate well in familiar groups. |  |
| e | I work well in groups that do not include my usual friends. |  |
| f | I know when I have made a positive contribution to a team. |  |
| g | I can have a go at taking on other team roles such as: researcher, scribe and timekeeper. |  |
| h | I sometimes take the lead within a team. |  |
| i | I choose when it would be best to work in a group and when it would be best to work alone. |  |
| j | I understand that teams work best when jobs are allocated. |  |
|  | UKS2 | Initial when evidenced  (staff / pupils) |
| a | I show respect when I work in collaboration with others. |  |
| b | I can describe the skills of others and try to learn from positive role models. |  |
| c | I am an effective listener and respond well to the person who is talking. |  |
| d | I have understanding of how other people in a group feel. (empathy) |  |
| e | I can persuade people that I have a good idea. |  |
| f | I make decisions having listened to others. |  |
| g | I can commit to ideas that are not my own. |  |
| h | I can confidently lead a familiar group and effectively take on other roles such as scribe, researcher, mediator or time keeper. |  |
| i | I can work independently or collaboratively to contribute to a piece of work. |  |
| j | I can be engaged, self- motivated and committed to making group work successful. |  |