



BROOKHURST PRIMARY SCHOOL

ASSESSMENT POLICY 2023

Introduction

Assessment is the link between teaching and learning. It enables us to judge what children already know, have learned from what we set out to teach and what they still need to learn. Assessment is therefore a crucial aspect of all planning.

Assessment is the means by which children and teachers find out what has been achieved in relation to stated learning objectives. It is a general term embracing all methods customarily used to appraise performance of an individual pupil or group. Assessment for learning page 42-53

..the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.'

Black, P J and William, D (1998) 'Assessment and Classroom Learning'.

Assessment falls broadly into two areas; Assessment of Learning and Assessment for Learning.

Assessment of Learning

Assessment of Learning (AoL) is any assessment which **summarises** where learners are at a given point in time – it provides a snapshot of what has been learned. It draws on a range of assessment information including that from tests and from teachers' on-going assessments. It includes the Statutory Assessment of Reception Baseline, EYFS Profile, Phonics Screening Check, Year 4 Multiplication Tables Check and End of KS2 SATs.

Assessment for Learning

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Assessment Reform Group 2002

Assessment for Learning (AfL) is any assessment activity which **informs** the next steps to learning. The information gained about pupils' learning and achievement informs teachers' planning for what will be taught next, at which level and how it will be taught.

At Brookhurst

At Brookhurst we believe that by using effective assessment, the quality of learning is constantly improved and standards are raised. This is dependent on a number of key elements.

- Effective feedback to pupils about their work, including opportunities for the children to respond and improve their work. (see Feedback for Learning Policy)
- The active involvement of pupils in their own learning, ensuring that they understand what they are learning and why.
- Adjusting teaching to take account of the outcomes of assessment – to provide access and challenge for all pupils.
- Ensuring that we teach pupils the skills, and give them the confidence, to be able to assess their learning and understand how they can improve.

- Professional dialogue between teachers ensures that assessment judgements are consistent across year groups, between key stages, across the school and between the schools in our consortium.

Implementation

Every year group has a specific **Long Term Plan** giving an overview of the Programme of Study which is followed during the year.

Medium Term Planning – year groups plan specific learning intentions and key activities for each half term or unit where this is more appropriate. These are drawn from the National Curriculum and the Early Years Foundation Stage Guidance. The plans include success criteria which inform teachers of the progress they can expect pupils to make.

The half-termly or termly chart that contains details of the learning intentions in these plans is sent at the beginning of each term/half term to parents. It is also published on the school's website.

The schemes of work/units of work include-

- Learning intentions, providing the focus for assessment
- Expected learning outcomes or success criteria which reflect the range of ability in the group and enable the fine tuning of assessment
- Tasks and activities which provide opportunities for children to demonstrate their achievement of the learning intention – such tasks include **making observations, carrying out practical activities, recording by drawings, graphs and written work**

Short Term Planning – each week teachers use their medium term plans, together with the assessments made, to refine learning intentions and tasks. They also decide which success criteria will be appropriate – consideration is always given to ensure that the curriculum will provide both challenge and access for all pupils in line with the school's Equal Opportunities Policy. Success criteria are often co-constructed with pupils, in an accessible form.

Assessment Strategies

Teachers use a range of strategies to assess pupils learning, these include

- Questioning
- Observing
- Discussing
- Analysing
- Checking children's understanding
- Engaging pupils in reviewing progress
- Diagnostic tasks and tests

Assessment at Brookhurst not including Statutory Assessments, include diagnostic tests and tasks, summative teacher assessments and formative teacher assessment.

General assessment procedures should:

- Be an integral part of the learning process and the outcomes used to plan future learning
- Enable accurate judgements of children's attainment to be made in a systematic way
- Give direct information about children's achievements in relation to clearly defined and stated objectives
- Provide as full a picture as possible of a child's achievements
- Indicate the strengths and areas for development in individual children and groups of children
- Involve children in the process of reflection, evaluation, feedback and planning in order that they become independent learners.
- Involve children in taking some responsibility for self assessment and target setting for their own learning.
- Involve children in a range of methods of assessment
- Reflect the Code of Practice for children with SEND
- Enable us to discover children's learning needs and suggest the range of materials, resources and ideas to meet those needs
- Be consistent with the School Equal Opportunities policy

Non- Negotiables for Teachers

- Plan learning intentions and success criteria from accurate assessment judgements.
- Set clear and realistic curricular targets with appropriate challenge for Reading, Writing and Maths.
- Give feedback against success criteria and suggestions for improvement. Give time for this to be carried out on that piece of work.

- From judgements made about learning, track all pupils termly for Reading, Writing and Maths and understand the importance of these as a combined picture.
- Moderate assessment judgements with colleagues in school and within our consortium of schools.

Reporting

Statutory assessment is reported to the Local Authority and the DFE.

A written report is sent to parents once a year at the end of the Summer term. This report gives a clear description of each pupil's strengths and gives clear next steps or targets for the child.

Parents are invited to two Learning Reviews. One in the Autumn term and the other in the Spring term. Achievements, strengths and areas for development are given along with suggestions for the types of support which parents can give at home.

This policy was agreed by the governing body

This policy will be reviewed