

Brundall Primary School



Assessment & Evaluation Policy

November 2019	
Signed (Chair of Governors)
Date accepted by Governors
Review Date	November 2020



Brundall Primary School **Assessment Policy**

This policy will be reviewed in full by the Governing Body on a yearly basis.
Next review date: November 2020.

Why assess?

We assess in order to know where the children are in their learning, and what their next steps are, as well as being aware of longer term and deeper learning goals for each child. We evaluate to monitor the impact of teaching to identify what strategies have worked well, and which have not.

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do
- To allow teaching teams to plan work that accurately meets the needs of each child
- To help children understand what they need to do next in order to improve their learning by looking carefully at mistakes, errors and misunderstandings
- To provide regular information for parents that enables them to support their children's learning
- To contribute towards accountability data
- To evaluate the impact of teaching.

Assessment at Brundall

Staff at Brundall work together to develop assessment and evaluation systems that take into account the criteria of the new National Curriculum and provide a focus on learning. We use assessments for formative and summative evaluation.

Early Years Foundation Stage

EYFS staff informally monitor development and keep detailed records and observations in a learning journey journal. The EYFS team make a summative judgement three times a year. Insights are shared at parent consultation meetings. An end of year summative report is made against Good Level of Development indicators.

Year One Phonics Check

All children in year 1 complete the phonics check. This assessment is administered by the year 1 teacher. Results are included with the Year 1 end of term report. Children not achieving the expected standard are re-tested in Year 2.

SATS

Children in Year 2 and year 6 are assessed during May. The results of these assessments are reported annually to parents. Achievement is reported against "Expected Levels" as well as identifying pupils working at "Greater Depth". Cumulative scores are reported at local and national levels.

Marking and Assessment

We aim to provide feedback to children through comments, conversations and marking so that they have specific advice about improvements and next steps to take in their learning. Children are given time to review their work following marking or during the week. Children in older year groups are encouraged to self-assess their work and identify next steps in their learning. This is done with the support of the class teacher.

Learning in year 1 to 6 is recorded with the help of the School Management Information System. Children are assessed against the year group descriptions as emerging, at the expected stage of development/ able to exhibit a skill independently, or showing a mastery or deeper understanding and competency in a certain area/learning objective.

The focus of each assessment will usually be a key performance indicator, mastery statement or National Curriculum descriptor. Learning objectives are used in class and recorded in children's books. Assessment sheets, quizzes or tests can be completed as a baseline, near the end of a unit of work, or to inform summative statement.

Most assessment information will be collected through observations, information in books, pupil self assessment, conversations with pupils and low-stakes assessment activities such as 'exit tickets', learning ladders, class quizzes, and other relevant methods. From 2016-17, we have worked with NFER assessment materials in KS2 for additional information relating to standardized scores.

Assessment information is used to inform planning and to identify children who may need extra support. A summative cohort document is produced each term for English reading, writing and maths. This is based upon the descriptors for each subject by year group. The cohort data will contribute to Pupil Progress meeting discussions and towards accountability data.

Parent Evenings

Consultations with parents and carers take place in the Autumn and Spring terms for children throughout the school. At these meetings, progress and targets/next steps are discussed.

In the summer term, parents are invited to look at the work in books and discuss with teachers informally.

Reports to Parents

At the end of the year, families receive a full report detailing progress and achievements across the curriculum. The report is based on self-assessment by the child and summative observations by the learning team. Parents/carers are encouraged to provide feedback to the school.

Inclusion

Brundall is an inclusive school and we work hard to meet the needs of all our children. Our mission is 'Creativity and Achievement for All'. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. When a child is not making progress, the class teacher will work alongside the SENCo, parents, and if necessary, external agencies, to plan tailored support. We follow a cycle of assess, plan, do, review to ensure all children are monitored closely and making progress. We use Learning books or plans, where appropriate, which are reviewed by child and parents termly. Sam Sutton, our SENCo, is available to provide advice to staff and families. We also follow closely children where issues or concerns are made known to us by staff or parents. We do not label any child by any so-called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. We do not have a 'gifted and talented' register; rather we encourage a growth mind set throughout the school so that children realize it is the effort and depth of their commitment and the support around them that will enable them to develop their potential as learners.