



Assessment Policy

Lead member of staff	Helen Williamson
Approval Level	Full Governing Body
Signed by	Nicola Waters, Chair of Governors
Date Approved	20 th October 2021
Next Review	Autumn 2024

At Billingshurst Primary School we view assessment as essential to, and an integral part of, effective teaching and learning. We believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.

Assessment at Billingshurst Primary School will be:

- Positive
- Manageable
- Useful and used
- Consistent

Aims

- To provide valuable and focused feedback to learners so that all children are involved in their learning.
- To track individual progress ensuring that an individual child's achievements or barriers to learning are recognised and the next steps are planned.
- To gather information to inform teachers' future planning.
- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels.
- To provide information to inform the school's strategic planning.

The purpose of assessment is to

- assess whether pupils are making progress against national and age related expectations
- assess how pupils are applying their skills, knowledge and understanding across the curriculum
- assess whether pupils need more help and in which areas
- assess whether planning for activities, resources and staffing are well targeted
- identify aspects of the curriculum that need to be strengthened
- provide meaningful and useful information about the pupils' attainment and progress, transferring with them as they move from:
 - Pre-school to our school
 - Foundation Stage to Key Stage 1
 - Key Stage 1 to Key Stage 2
 - Key Stage 2 to Key Stage 3
 - Year group to year group

Assessment at Billingshurst Primary School is characterised by:

Learning, Growing and Achieving Excellence Together

Assessment for learning (See Feedback Policy)

Assessment for learning takes place on a daily basis and is integral to effective teaching and learning. Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning objectives and success criteria are shared with pupils, and teachers discuss with pupils how these outcomes can be achieved. Peer and self-assessment are standard practice throughout the school. Assessment for Learning ensures that children know what they have achieved, what their next steps in learning will be and how they could achieve this.

Assessment for learning is enhanced by:

- Informed planning
- Regular moderation across year groups and key stages.
- Locality moderation
- Pupil Progress meetings
- Wider Leadership meetings
- The Feedback policy
- Parents' involvement
- Monitoring and evaluation by subject leaders

Summative Assessments

These give a broader view of progress for the teacher and learner using national standards and expectations and takes place at predetermined dates throughout our school year. They provide recordable measures demonstrating comparisons against expected standards and reflect progress over time.

We use summative assessment to analyse the performance, achievement and attainment of individuals and groups of pupils.

We use:

- Early years foundation stage profile
- Year One Phonics check (and necessary retakes)
- National curriculum tests at Year 2 and Year 6
- Multiplication tables check (Year 4)

Special Education Needs

The Inclusion leader will arrange any necessary extra or external assessments. These will be carried out by the class teachers, special needs inclusion teachers, support staff, and / or outside agencies.

Intervention groups are identified as a result of formative and summative assessment.

Monitoring and evaluation

We use Target Tracker as a means of recording both the formative and summative assessments; this allows teachers, subject leaders and SLT to analyse and act upon the data generated. We ensure the assessment policy is implemented consistently throughout the school using strategies such as:

- discussion with teachers
- pupil progress meetings
- wider leadership meetings

Learning, Growing and Achieving Excellence Together

- scrutinies of pupils' work
- sampling pupils' records and reports
- observations of learning
- sampling teachers' planning
- discussions with pupils and
- discussions with parents/carers
- discussions with governors and advisors

Evidence

All data from assessments and tests is collated and stored in Target Tracker. This enables the school to track pupils' progress and compare it to national expectations, assisting in the identification of those pupils who may require additional intervention.

On going	<ul style="list-style-type: none"> • Children will receive regular verbal and / or written feedback in line with our marking policy. • Teachers record their assessments for reading, writing and mathematics and phonics (for years 1 -3) on Target Tracker by highlighting statements • Teachers record their assessments for ALL foundation (including science) subjects on Target Tracker by highlighting statements
Half termly	<ul style="list-style-type: none"> • Individual targets in writing and mathematics reviewed • Intervention groups identified and targeted
Termly	<ul style="list-style-type: none"> • Teachers record their assessments for reading, writing, mathematics and ALL foundation (including science) subjects on Target Tracker by recording progress towards ARE (Beginning, B; Working towards, W; Secure, S.). • Parents' Evenings (Autumn and Spring Terms)
Yearly	<ul style="list-style-type: none"> • National tests at Year 2 and Year 6 • Early years foundation stage profile • Year One Phonics check (plus any necessary retakes in yr2) • Year 4 multiplication tables test • A school report for parents (Summer term) which will include an individual comment by each child on their progress and achievements.

The school receives information in the form of ASP (Analyse School Performance), E-pod, Fisher Family Trust and IDSR (Inspection Dashboard Summary Report).