



Assessment Policy

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Approval Level	Full Governing Body
Signed by	Nicola Waters, Chair of Governors
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Next Review	Spring 2025

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 purposive
- Consistent
- Used to inform future learning

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.

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:

Assessment for learning

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 is 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 live feedback policy
- Parents' and carers' 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:

- National curriculum tests at Year 2 and Year 6
- The Foundation Stage Profile
- Year One Phonics check (and necessary retakes)
- Year Four Times Tables check
- Short quizzes and tests both pre and post teaching to analyse attainment using standardised materials such as the NCETM moderation documents
- Standardised testing annually and specialist screening tests where more detailed analytical information on a child's learning is required

Special Education Needs

The SENCo will arrange any necessary extra or external assessments. These will be carried out by the class teachers, intervention 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 mean 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
- year group and school moderation activities
- wider leadership meetings
- assessing samples of pupils' work
- sampling pupils' records and reports
- observations of learning
- sampling teachers' planning
- discussions with pupils
- discussions with parents/carers
- discussions with governors and advisors

Evidence

All data from assessments and tests is collated and stored on 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.

Cycle of assessment

Ongoing	<ul style="list-style-type: none">• Children will receive regular feedback in line with our Feedback policy.• Planning is adapted to respond to learning and assessment in class.• Pupil voice within lessons and responses to questions• Self and peer assessment at the point of learning• Use of success criteria and skills for success, for example our toolkit in writing• Reviewing recorded learning in children's books, both during lessons and before the next lesson• End of lesson reflections completed by and with children• Progress towards specific targets, in particular for children with ILPs• Teachers recording progress towards specific targets: fluency, times tables, phonic sounds, high frequency words etc
Weekly	<ul style="list-style-type: none">• Review of learning on Flexible Friday, revisiting skills and knowledge that needs to be practised, developed or explored further• Children directed and/or supported to consolidate skills and knowledge• Review of progress and informal moderation in PPA that will inform planning, supported by Phase Leaders
End of unit or topic	<ul style="list-style-type: none">• Post assessments: Ready to Progress and/or NCETM exemplification materials in mathematics; punctuation and grammar quizzes to check understanding of key concepts taught through a unit of writing; responding to 'big questions' at the end of a learning journey; reflecting on previous learning at the end of a unit, for example editing and improving a mind map at the end of a Science unit

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	<ul style="list-style-type: none"> • Read, Write inc assessments in phonics and early reading (EYFS and KS1) and regrouping for the next series of lessons • Capturing video evidence to exemplify standards and progress, for example in music or PE • End of unit assessments in French using Language Angels (KS2) • Assessing against progression documents to inform termly assessments on Target Tracker (science, computing and the wider curriculum)
Half termly	<ul style="list-style-type: none"> • Teachers complete a reading assessment (Y2-Y6) using Rising Stars, phonics screenings and/or SATs materials • Teachers record their assessments for reading, writing and mathematics on Target Tracker recording progress towards ARE. • Progress of target children in reading, writing and maths reviewed. This informs future planning and targets • Intervention groups reviewed, re-identified and targeted • Moderation across classes for reading, writing and mathematics, supported by Phase Leaders
Termly	<ul style="list-style-type: none"> • Teachers record their assessments for reading, writing, mathematics and ALL foundation subjects (including science and computing) on Target Tracker recording progress towards ARE and GDS (reading, writing and maths only) • Formal Pupil Progress and Moderation Meetings held with Deputy Headteacher and Phase Leader to moderate and review assessments • Review ILP targets for children with SEND • Parents' Evenings (Autumn and Spring Terms) and Extended Parent Consultations for pupils with SEND • School-wide attainment shared with Senior Leadership Team and Governing Body
Yearly	<ul style="list-style-type: none"> • National tests at Year 2 and Year 6 • Foundation Stage Profile • Year One Phonics check (plus any necessary retakes in Year 2) • Year 4 multiplication tables check • Reception baseline and Early Learning Goals assessed • Whole school annual standardised testing in reading, mathematics and spelling • 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), Fisher Family Trust and IDSR (Inspection Dashboard Summary Report).