



# **Buttercup Primary School Assessment Policy**

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## **Our Principles**

At Buttercup Primary School, assessment is an implicit part of the teaching and learning programme. In order to plan an appropriate programme of work, each teacher needs to know the skills and abilities of each child. Alongside this, children need to know what they are going to learn and how this fits into the learning programme for the term; how they are going to learn; and how their success will be measured.

In this way they are able to take ownership for their learning, and in consequence make greater progress. Information gained from assessments is used to review and improve teaching and the curriculum that is offered to children.

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Buttercup have the mindset, 'What do I need to do next to enable a child in my class to achieve?'
- The new National Curriculum objectives will be used as the expectations for all children.
- Children will make age-appropriate progress
- Teachers are confident with assessments - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

## **Aims**

Using the principles and procedures of effective assessment, at Buttercup Primary School we aim to:

- recognise achievements of all children.
- set achievable yet aspirational targets for individuals, groups and cohorts.
- identify intervention groups and target resources effectively.
- provide information to ensure continuity and progress when pupils change year groups.
- ensure the school's curriculum responds to pupils' needs and is stimulating and challenging.
- allow subject leaders to monitor achievements and progress across the whole school.
- share learning targets with children.
- support children in taking ownership of and assessing their learning and progress.
- regularly inform parents of their child's achievements and targets.
- provide the leadership team and governors with information that allows them to make judgments about the effectiveness of the school.
- ensure quality first teaching is delivered.
- ensure outstanding pupil progress.

## **The Aim of Assessment**

Buttercup Primary School values the success and achievement of every pupil and we strive to ensure that each child realises their full potential. Assessment allows us to track an individual's progress on their learning journey. The focus of assessment is on teachers and pupils gaining clear knowledge and understanding of what pupils have learned as distinct from what teachers have taught in the lesson. We recognise that the teacher's assessment and the pupil's own assessment, are both central functions in the learning process.

The school recognises that different forms of assessment are used for different purposes. Formative assessment describes processes of teaching and learning, whereas summative assessment takes place after the teaching and learning. The following analogy helps to explain the definition and purpose of the two types of assessment:

**If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in**

**themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth (Page 4, Unlocking Formative Assessment, 2001).**

Information gained from different forms of assessment serve many purposes. Assessment can be used to inform pupils, parents and outside agencies of an individual pupil's attainment and progress. Effective assessment procedures provide the means for identifying strengths and weaknesses in pupils learning and narrowing the learning gap thereby creating a positive impact on pupils' attitudes and motivation. Assessments can also assist the school in setting appropriately challenging targets and can serve as an aid in evaluating the school's overall effectiveness. The intention is to lead to an improvement in the provision the school makes for its pupils and the standard they achieve.

### **Formative Assessment / AfL**

Formative assessment is on-going assessment, made formally and informally by the teacher, based on evidence gathered throughout a unit of work. Evidence may include marking of children's work done independently or as part of a guided/ shared group, the observation of and discussions with children through learning conversations at work (and play), the results of the teacher's own tests/ tasks.

At Buttercup Primary School, formative assessment is used as a systematic part of school's process to regularly gather information to assess learning for all subjects.

Judgements are made using National Curriculum end of year expectations to describe a child's attainment. Teachers use Classroom Monitor marksheets to record in detail children's progress towards meeting key performance indicators in reading, writing and mathematics in order to make an overall judgement and provide next steps for future learning.

### **Formative assessment /AfL Involves:**

- discussions and questioning.
- listening and observing.
- analysis, marking and feedback of work
- sharing and collaboratively developing success criteria.
- critically reviewing work against success criteria.
- setting, sharing and reviewing targets with children.
- believing that every pupil can improve in comparison with previous achievements.
- reflecting on learning skills and styles.

### **Formative examples:**

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Pupils are encouraged to self-assess against a success criterion when producing written work.
- Three-way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular marking in maths 'Dedicated Improvement and Reflection Time'.(DIRT)
- Regular pupils' work scrutiny, teachers' planning scrutiny, learning walks and lesson observations.

### **Summative Assessment**

The definition and purpose of assessment of learning, Assessment of learning is often referred to as summative assessment. It is assessment that takes place at the end of a unit of work, year or key stage to:

- Provide information on the pupils' level of academic performance.
- Evaluate the pupil's present knowledge, skill and /or understanding within a subject.
- Evaluate the pupil's progress against a national criterion, their previous work, and where appropriate, the cohort.
- Indicate future placement in class groupings.
- Fulfil statutory requirements at the end of a key stage.
- Inform the school's target setting procedure.
- Inform and report on the pupil's progress and attainment to parents.
- Monitor and evaluate the effectiveness of the school's provision with regard to cohorts and individual pupils, including pupils of different genders, ethnicity, abilities and age; pupils with English as an additional language; looked after pupils, refugees and travellers.

Assessment of learning may be in the form of a test or an assessed piece of work demonstrating attainment or through teacher assessment of pupil's level of attainment using a range of pieces of work and responses. For the current assessment of learning programme see Appendix 1.

*Summative examples and procedures:*

- Termly tests produced by Twinkle and White Rose Maths.
- An age standardised reading test in the spring term.
- Twinkle for Reading, White Rose for Maths end of year assessments in Years 1, 2, 3, 4 and 5.
- Statutory government standardised tests in 6.

### **All other foundation subjects:**

Key assessment criteria from Classroom Monitor

- In science the objectives are used in the same way as maths, reading and writing, where teachers use a range of evidence at the end of each term to consider whether children are working towards the objectives, have mostly achieved them, achieved them or understood them at greater depth. This information is then used to determine whether a child is emerging, developing or secure for their year group (or below).
- In all other foundation subjects at the end of each term, evidence is used to highlight where the majority of pupils have achieved each assessment criteria in classroom monitors from the assessment grids in Plan Bee. Assessment This information is then used to determine whether a child is emerging, developing or secure for their year group (or below). Pupils will also be assessed formatively in terms of their learning skills and social skills. Soft data will be collated to ensure that any interventions that have been put into place are having the required impact to support RAPS.

### **Early Years - Nursery & Reception**

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

- Progress will be tracked using classroom monitor and RAP meetings.

### Planning for Assessment

The school's starting points for using assessment as a tool for learning are the National Curriculum Programmes of Study. Including coverages for the EYFS for the areas of learning within the Foundation Stage is benchmarked using the school's commercial data and assessment system, Classroom monitor and Evidence Me.

Assessment in the foundation schemes of work in each subject are found in Plan Bee this enables the teachers to make a general assessment of the children's learning which will further the aim of enabling pupils to move towards the goal of achieving knowledge, skills, concepts that they are to gain and deepen through the academic years. The appropriate stages, early learning goals and National Curriculum level define the goal for each area of learning and subject and the reference standard against which pupils' performance will be assessed at the end of the key stage. The scheme of work for each subject contains:

- Learning objectives or units being studied arising from the progression of skills, knowledge and concepts from the appropriate levels of the Areas of Learning. These form the goals towards which pupils are aiming and against which their performance and progress will be assessed.
- An indication of the opportunities presented to pupils to enable them to learn.
- An indication of the opportunities for pupils to demonstrate in order to assess whether they have learned.

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

- A child that has achieved all the objectives set out for Year 3 for English (and no further) would be said to be working at the end of Year 3 expectation for English.
- A child achieving half or so of the mathematics objectives for Year 5 would be classed as working at the developing Year 5 expectation for maths.
- A child achieving only a few reading objectives for Year 1 would be classed as working at the beginning of Year 1 expectation.

The table below explains the percentage breakdown for judging attainment.

Emerging EMG	Emerging + EMG+	Developing DEV	Developing + DEV+	Secure SEC	Greater Depth GD
0-10%	11-25%	26-44%	45-60%	61-80%	81%+

### Using Assessment in the Classroom

Assessment during the lesson is a key element in enabling pupils to learn and should focus on pointing the way forward in learning. Both during and at the end of the lesson, the teacher:

- Assesses pupils' performance against the learning objectives through questions, discussion looking at written work and watching performance
- Provides oral and, where appropriate, written feedback to the pupil, with an indication as to how well they are performing and information on how they can improve their performance
- Records, where appropriate, the individual pupils, groups or the percentage of pupils not achieving the learning objectives and those exceeding expectations. The teacher uses the

assessment information gained in the lesson to make changes to the lesson and learning objectives.

### **Using Assessment in Marking Pupils' Work**

Marking is the assessment of a task. This can be done with the pupil present as they complete the task or after a task has been completed. It is an essential aspect of both the assessment for and of the learning processes. The school sees the overriding purposes of marking as to:

- Provide pupils with information on where they have performed well and on how they can improve their performance.
- Provide teachers with information on where the pupils have performed well and what areas of weaknesses they have and what the teacher now needs to do to improve their performance and move them on in their learning
- Evaluate the effectiveness of the teaching, including methods and resources
- Provide part of the record keeping for individual pupils It is essential that the teacher:
  - Ensures that pupils know and understand the purpose of the work and the criteria against which their work will be assessed.
  - Marks using those criteria
  - Provides either oral or written feedback to the pupils on their performance concentrating on how they could improve their performance. Teachers mark in accordance with the policy for marking children's work.

### **DIRT: (Dedicated Improvement and Reflection Time)**

DIRT stands for Dedicated Improvement Reflection Time. It has become a useful shorthand for checking, drafting, proof reading and for labelling the process of students spending crucial time on improving their work.

Essentially DIRT marking is the process of allowing students to reflect/act upon the comments that have been written as feedback to ensure that the standard of their work is the best it can be.

Feedback is an integral part of teaching and learning. When we see how a class is doing, and become aware of mistakes and misconceptions, we adjust our teaching and plan to address it. We give pupils feedback constantly throughout a lesson. We tell them that a verbal answer is good, then explain that they need to add more detail; we glance at books and remind them that they have just made the same mistake they made last week; we stop the class to address a point many people seem to be confused on. All of this is about improvement and reflection.

At Buttercup we have embedded a reflection session every morning during registration, some children, depending on intervention programmes, will have the opportunity to respond to marking to enable them to make improvements. DIRT sessions are also embedded into the school's weekly timetable when required through pupil progress meeting by the Deputy headteacher.

### **Target Setting**

The school makes full use of all assessment information in setting both statutory and non – statutory targets. Assessment information provides the head teacher and Proprietors with the information necessary to ensure that the targets set are challenging yet realistic, taking into account the previous attainment of the pupils.

### **Individual pupil targets**

Target setting in our school involves the identification and creation of achievable, challenging and measurable targets, based on previous achievement, aiming to raise self-esteem and fulfil learning potential.

Pupils are set individual targets in terms of knowledge, skills and concepts in English and Mathematics. Occasionally a child may be set targets regarding behaviour in an effort to improve their readiness to learn. Pupils are involved in setting these targets which provide a motivation for improving their work. The targets are set mid-September. Children have target sheets for English and Maths that are found in the front of their exercise books. They are reviewed and updated by the teachers and pupils together.

The teachers will ensure that marking and assessments are consistently updated into Classroom monitor for accuracy in ensuring targets are met and set for future planning. The Assessment coordinator meets with the class teachers during pupil progress meetings where 'raising attainment plan (RAPS); will be created for the class. RAPS will determine how gaps will be closed throughout the scheme of work when teaching. Interventions will also be planned for targeted pupils and groups will be identified.

Targets are shared with parents at formal meetings in December and March. Recording Pupil progress is tracked closely and recorded on the Pupil Achievement and classroom monitor. This data, along with Benchmarking meetings with the Headteacher determine which direction the curriculum moves to close existing gaps in learning. The Deputy Head teacher takes this forward and conducts Pupil progress meeting between the teachers. These meeting are used to create RAPS (raising attainment plans) RAPS serve as a means of providing information and as a basis for taking action to impact teaching and planning.

In particular this information is used:

- To track individual pupil's and cohort attainment and progress over time
- To project future planning
- To close gaps in learning
- To gain information about the effectiveness of the school's provision
- To base changes within the school
- As a basis for reporting to parents and outside agencies

### **Reporting to Parents**

The school values and nurtures the partnership it has with parents in helping to make good progress, achieve highly and develop fully as people. Written and oral reports to parents on pupils' progress, development and behaviour are an important means of assisting parents to be fully involved in this partnership. The reports are an important way of helping pupils to make progress highlighting their strengths and recognising and valuing their achievements in different areas of school life will motivate pupils. Identifying areas for development and giving suggestions on how to improve provides pupils with a clear picture for future development. Written reports are provided at the end of the academic year. The school ensures that reports are personal to the pupil and provide parents with information they will find helpful. Reports are written for parents in a straightforward way so that they will know:

- How their child is performing in relation to their potential and to national standards
- Their child's strengths and any particular achievements
- Areas for development and improvement as well as how parents can help
- Whether their child is happy, settled and well-behaved.
- Oral reports: the school will seek to ensure that all parents feel welcome and able to discuss their child's progress and difficulties.
- The school encourages parents to ask questions and gain insight into their child's performance and attitudes.
- The school seeks to be both honest and constructive in the picture that is given of each child. Where appropriate, specific advice is given as to how parents can help their child.

In autumn all parents will receive a termly report sheet which contains written summary of attendance, progress and attainment. Parents will be informed of whether their child is forecast to be on target to be advancing, met or exceeding towards the end of year age related expectation. Parents of children that are identified as not meeting expected terms targets, will be invited to meet with the class teacher for a progress meeting. An intervention plan will be created at the meeting to support the child in their learning. This is repeated during the spring term. In summer term all parents are invited to the end of year parent meeting, all parents will receive an end of year report.

Pupils who are disadvantaged and need additional support will have a longer appointment time for parent-teacher consultations to enable parents to be fully aware of where their children are achieving. Teachers of these pupils will meet with the headteacher annually (in addition to termly whole class pupil progress meetings with the class teacher) to ensure that there is a sharp focus on where these sometimes hard to reach children are achieving and how their attainment and progress can be raised.

### **Moderation**

Moderation is crucial to ensuring a consistent whole school approach and standard in assessment. To ensure that fair and accurate judgments are made, at Buttercup Primary School we:

- Meet half termly to moderate reading, writing, and maths
- Moderate work through book scrutiny
- Use a variety of assessment materials to benchmark and moderate pupil's work
- Collate evidence to inform teacher assessments
- Participate in moderation meetings with schools and statutory local authority meetings and beyond

### **More able children**

Rather than moving onto the next year's curriculum, able pupils will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning. The depth and application of a child's learning is an important marker of their achievement and progress.

### **Monitoring**

The SLT has particular responsibility for assessment and analysis of pupil progress data for groups of pupils on a whole school basis. The head teacher conducts benchmarking meetings with the deputy headteacher and ensures progress is in line with the school's targets and the performance data is comparable with other similar schools and national data.

Class teachers are responsible for analysing progress made by their pupils for reading, writing and maths. They report to the Deputy Headteacher on a termly basis during Pupil Progress Meetings to discuss progress and to track pupil targets. A Raising Attainment Plan (RAP) is created to support the class teachers planning.

The deputy head teacher uses Classroom Monitor, for English and Maths and is responsible for analysing pupil progress relating to core subject on a termly basis. She will review end of year reports and identify trends in data as well as individuals or groups of pupils who require further monitoring and/or intervention. The Deputy Head teacher will support individual and groups of teachers in assessing and moderating work.

### **End of year targets and transition**

Core subject end of year targets are reviewed by teachers annually during the summer term evaluations, in English and Math's. Teachers are responsible to target attainment for the next academic year. Key information is passed on to new class teachers as part of the school's transition and closing gaps in attainment programme.

All teachers should make reference to:

- School targets per year group
- SEND
- Previous performance
- Year 1 phonics prediction
- Year 2 phonic

Aspirational Aims:

- All children to meet their end of year expectations
- Less than 10% of children working below national age-related expectations

### **Curriculum Links**

Assessment is an integral part of curriculum delivery at Buttercup Primary School. Tracking of individual and class progress informs planning and enables systematic progression to be planned and delivered, by ensuring core skills are embedded into whole school curriculum . Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular testing of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

### **Special Educational Needs**

When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child 's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists, appropriate plans EHCP / IEP will be developed.

### **The Management of Assessment**

The school's Assessment Co-ordinator has overall responsibility for the procedures and practices of assessment and record keeping within the school.

The monitoring and evaluation of assessment practice and procedures in conjunction with the senior management team, the assessment co-ordinator is responsible for devising and implementing a programme for monitoring the implementation of assessment procedures and evaluating their effectiveness across the school.

### **Review of the Assessment Policy**

The Deputy Head teacher will review this policy annually and make amendments where necessary.

**Shaheda Khanom**



## APPENDIX 1

### Calendar for Assessment and Record Keeping

#### Ongoing assessments:

**Maths testing:** End of unit Maths tests for years 1 to 6- these will be sporadically tested across the academic year after the end of each unit.

**Times table:** Ongoing weekly revision and testing years 1-6

**Reading:** Phonics assessment will be conducted as phase teaching completes ; Foundation – KS1

**Recovery:** Year 3-6

**Target Sheets:** reviewed and new targets given, if appropriate

#### Autumn Term:

##### September

- Baseline assessment
- Parallel spelling test for children in year 2 to year 6. Weekly spellings of 5 words for Year 1 and 10 for Year 2 will be given by the class teacher.
- Reading test for children in year 2 to year 6
- Evidence Me 2 simple portfolios – foundation stage set up with names and front sheets and baseline

##### October

###### Test Week (years 1 to 6)

- Phonics assessment (as required) Reading Test in years 1 to 6
- English (Writing, reading and spelling)
- Pupil Progress Meetings with Deputy head for RAPS
- Foundation Stage Profile baseline assessment
- Individual Pupil Targets set in English and Maths and entered onto Target sheets
- End of unit Science test (year 1 to year 6) classroom monitors/ twinkle
- Teachers submit profile grids for Reading, Writing and Maths to Head Teacher, Assessment Coordinator and Inclusion Manager in preparation for benchmarking
- **Class Portfolios** – One piece of writing core and foundation work and one photograph of a piece of Art/DT
- Foundation subject's assessment update Plan Bee

##### November

- The first of two benchmarking meetings, to discuss children who fall below, at or above national benchmarks as well as strategies/intervention which need to be put in place
- Phonics Assessment week – as required when phase teaching completes.
- 99 names of Allah Competition
- Hifh Assessment Whole school
- Arabic Letter Recognition Early Years end November

##### December

- End of unit Science test (year 1 to year 6).
- Target sheets reviewed – new targets given, if appropriate
- Reception teachers to update Foundation Stage Profiles
- Parents Conference to discuss their child's progress and share targets
- Reading writing and Maths test.
- Moderation

### **By the end of term**

- Example of maths evidence through a non-core subject submitted to Maths lead
- Core subjects' results entered into in classroom monitors / Evidence Me (EYFS)
- Analysis and reporting of whole school data – Deputy Headteacher
- **Class Portfolios** – One piece of writing core and foundation work and one photograph of a piece of Art/DT entered in floor book
- Core subjects' results entered into in classroom monitors / Evidence Me (EYFS)
- Foundation subject's assessment update Plan Bee

### **Spring Term**

#### **January**

- Parallel spelling test for children in year 1 to 6
- Practice SATs tests yr6
- Whole school 99 names of Allah assessment January
- EYFS -Year 2 surah Kahf

#### **February**

- Pupil Progress Meetings with Inclusion/ assessment Manager
- End of unit Science test (year 1 to year 6).
- Reception teachers to update Foundation Stage Profiles
- Intervention phonics and literacy Reception

#### **March**

- Teachers submit for Reading, Writing and Maths to Head Teacher and Assessment Coordinator in preparation for benchmarking meeting
- The second of two benchmarking meetings between Headteacher and Assessment coordinator to review pupil progress and determine if strategies/interventions in place have had the desired impact
- The second of two formal meetings with intervention parents only to review their child's progress and share new targets
- Core subjects' results entered into in classroom monitors / Evidence Me (EYFS)
- Quran Assessment
- Moderation
- Parents Conference ( for intervention children) to discuss their child's progress and share targets

#### **April (beginning)**

- End of unit Science test (year 1 to year 6)
- Reception teachers to update Foundation Stage Profiles
- Reading Writing and Maths test
- RAPS meeting with class teacher

### **By the end of term**

- example of maths evidence through a non-core subject submitted to Maths lead
- **Class Portfolios** – One piece of writing core and foundation work and one photograph of a piece of Art/DT entered in floor book
- Foundation subjects' assessment update Plan Bee

### **Summer Term**

#### **April (end)**

- Parallel spelling test for children in year 1 to 6

### May

- Pupil Progress Meetings with Ms Shaheda RAPs
- Key Stage 2 SATs (dates to be confirmed)
- End of unit Science test (year 1 to year 6)
- Reception teachers to update Foundation Stage Profiles

### June

- End of year teacher assessments for English, Maths and Science for years 1 and 6
- Moderation

### July

- End of unit Science test (year 1 to year 6)
- Foundation Stage assessment
- Evaluation of core subjects by staff to be conducted and new lists of children to be created for next academic year teacher to access
- Annual reports are sent to parents, along with SATs results and teacher assessments for year 2 and 6
- Reception Portfolios completed (this includes one piece of writing, one piece of artwork, one photograph)
- End of year Assessments for English Reading, Writing, Maths.
- Transition for Year 6

### By the end of term

- **Class Portfolios** – One piece of writing core and foundation work and one photograph of a piece of Art/DT entered in floor book
- Core subjects' results entered into in classroom monitors / Evidence Me (EYFS)
- Foundation subject's assessment update Plan Bee
- Quran Assessment
- **Year 6 leavers Graduation**
- **Reception Graduation**