



Bishop John Robinson
Church of England Primary School

Assessment Policy

Be the best we can;

Join in Learning, Play and Prayer;

Remember God's Word

"Jesus is the Anchor of my Soul." Hebrews 9:16



The Diocese of
Southwark



Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart"* (Colossians 3:23) by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths"* (Proverbs 4:11). To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you"* (Luke 6:31). To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will."* (Thessalonians 5:16-18). We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it"* (Proverbs 22:6) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers to best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: *"Jesus is the anchor of my soul."* (Hebrews 9:16).

Audience: Teachers and Teaching Assistants all need to have their own copy of this policy. All governors and other members of staff need to have read it, and be aware of its contents.

Copies are available from the office, and on the school website.

Aims

1. That pupils in Bishop John Robinson CofE Primary will make consistently good progress across all subjects; ensuring pupils make expected progress.
2. That the attainment of all pupils, and groups of pupils, is at least in line with National Averages.
3. That all teachers are able to accurately assess against the National Curriculum End of Year Expectations that their pupils are working towards.

Objectives

1. To improve the quality of teaching and learning by:-
 - a. Identifying and recording pupils' individual progress.
 - b. Prioritising next steps for learning (Personalised Targets) and ensuring pupils make good progress.
 - c. Assessing pupils against age-related expectations and setting challenging yet achievable targets.
2. Through Teacher Appraisal Procedures, effective Continued Professional Development and close monitoring, teachers are able to accurately assess pupils' attainment and progress against the End of Year Expectations of the National Curriculum.

This policy must be read in conjunction with all relevant school policies including, the Inclusion Policy and the Equality Act 2010 school statement.

Roles and Responsibilities:

Headteacher:	Responsible for strategic decisions including identification of vulnerable groups. Ensures all leaders keep to deadlines and have the resources needed to do so.
Assessment Leader:	Leads the implementation of the policy across the school and manages the implementation across the school.
Assistant Headteacher:	Manages the implementation of the policy in their Key Stage or area of responsibility.
Inclusion Leader:	Ensures the implementation of the Inclusion Policy supports the aims of this policy.

Subject Leaders:	Ensures the implementation of their subject policy supports the aims of this policy.
Class Teacher:	Ensures that, with the support of the procedures set out in this policy, the aims of the policy are met.
School Business Manager	Ensures that contextual information on each pupil in the school is regularly updated on Target Tracker. Also provides the Assessment Leader with the statutory assessments (EYFS, Year 1 & 2 Phonics Screening and end of KS1 Teacher Assessments) for casual entries (using Appendix One) and organises administrative support as required.

Resources needed:

Target Tracker:	Web-based tool used by teachers to measure progress in EYFS, English, Maths, RE, Science and Foundation Subjects.
Progress Folder:	Half-termly meeting records for ensuring pupils' needs are identified, that gaps in learning are addressed and all pupils are making progress.

NB: For the purpose of this policy,

MUST means that the action / activity is compulsory;

SHOULD means that the action / activity is required unless there are exceptional circumstances.

Early Years Foundation Stage

At the heart of the Early Years Foundation Stage is the teaching of early reading, which includes a systematic approach to the teaching and learning of phonics. This continues into Key Stage One allowing them to become confident and fluent readers. We strive to immerse all of our children in a language rich environment; ensuring that they have the linguistic skills required to succeed in life.

Assessment is the key to providing pupils with opportunities for learning their next steps across the three Prime Areas and the four Specific Areas of learning. Assessment provides evidence not only of what children are able to do, but also allows Early Years staff to reflect upon the different ways that their pupils learn and ensure these are reflected in their practice.

Baseline

FS1 pupils are assessed against the EYFS Development Matters age phases during the first half of their first term within the EYFS provision. This is repeated for all pupils on entry into FS2.

From September 2021 we will use of the new DfE Baseline Assessment for tracking progress throughout the primary phase of education.

Evidence used for Assessments

Evidence for assessment is on-going in the Early Years Foundation Stage and is gathered both formally and informally, through:

- Formal assessment within an adult initiated activity.
- Informal observations, recorded on post-it notes, whilst staff are engaged with the pupils.
- Child-initiated work.
- Photographs, taken by staff, whilst engaged with the pupils.
- Teacher assessments.
- Parental observations.

Assessments are regularly recorded on Target Tracker. These are reviewed by S/MLT every half term.

EYFS Profile

In the final term of Reception (FS2) the EYFS Profile must be completed for each child. The Profile provides a well-rounded picture of each child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the Early Learning Goals. Teachers must indicate whether children are meeting **expected** levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels ('**emerging**').

(p. 11, Statutory Framework for the Early Years Foundation Stage, DfE 2012).

Key Stages One and Two – Reading, Writing and Mathematics

At Bishop John Robinson CofE Primary we strive to Be the Best We Can and therefore talents and abilities need to be recognised and nurtured. Underpinned by the principles of the Early Years Foundation Stage, our curriculum has been designed with innovation, creativity and a sense of adventure at the heart; the curriculum enables our children to thrive and flourish, as well as feeling a strong sense of worth and achievement.

At Bishop John Robinson CofE Primary we provide a broad, balanced, rich and relevant curriculum through which we strive to inspire all of our children to develop curious minds and a love of learning. The school's curriculum provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. Careful planning for progression of skills and knowledge enables pupils to take advantage of opportunities, responsibilities and experiences; allowing them to thrive and flourish throughout their lives. Our curriculum is continually evolving and adapting in the light of the needs of our children; giving us flexibility to respond to personal, local, national and global celebrations, issues and events.

We are proud to set high expectations of our curriculum and believe that it gives our children the skills, essential knowledge, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals in life, regardless of their starting points.

The school is committed to setting challenging, yet achievable targets for all pupils. In order to meet Aims One and Two, the school strategically monitors progress.

Expectations

Our expectation is that all average & above average pupils will meet End of Year Expectations.

The criteria for identifying average and above average pupils is as follows:

- Pupils who are assessed as above average on entry, as per internal and statutory (published) assessments.
- Pupils who achieved a Good Level of Development at the end of Early Years Foundation Stage.
- Pupils who achieved Greater Depth in their Key Stage 1 Teacher Assessments

Through termly Pupil Progress Talks and regular Year Group Progress Review Meetings, pupils who are underachieving are identified and support / intervention put in place to ensure that they make accelerated progress and remain on track to meet End of Year Expectations.

Pupils who are deemed as below average against these criteria are discussed individually at these meetings and intervention is planned to close any existing gaps in their acquisition of skills and accelerate their progress to support them in meeting the appropriate End of Year Expectations.

Our key focus will be to ensure that all pupils are given the support to flourish academically and fulfil their potential.

Vulnerable Groups

The Headteacher, SLT and Assessment Lead use the National Agenda, Analyse School Performance and internal data to identify groups vulnerable to under-achieving and / or attaining below National expectations.

Strategic reviews of progress towards End of Year Expectations

Year Group Progress Review Meetings

These take place on a six weekly rotation for each year group and monitor the progress of individual pupils and groups of pupils towards End of Year Expectations using Target Tracker Pupil Summaries, as well as reviewing coverage so far and that planned for the following six weeks.

It is the responsibility of the SLT and Middle Leaders to use this data to evaluate and monitor progress; groups or individuals not making progress in line with their peers will be closely monitored, with intervention provided where necessary. The SENCO also provides insight into potential barriers to

learning, and how these can best be overcome either through specific interventions or a SEAN support plan.

SLT must use various tools on Target Tracker to closely monitor pupils' achievement and attainment against Progress Measures (Floor Targets) and strategically identify pupils for accelerated progress and intervention.

Formative Assessment

Planning

At Bishop John Robinson CofE Primary planning and assessment are intertwined – teachers are constantly assessing in order to inform their planning and teaching of subsequent lessons. We plan using the age appropriate End of Year Expectations (EOYE) from the national curriculum and we assess against the End of Year Expectations on Target Tracker, differentiation within lessons varies day-to-day based on the assessments that teachers are making.

When planning, teachers are required to break each EOYE into individual skills that need to be taught. Teachers then plan three different activities for that skill:

- An activity that aims to broaden and deepen pupils' knowledge and understanding of the skill – transferring the skill to different contexts – resulting in applicable learning.
- An activity which provides further practice of the skill / further teaching of the skill / light touch intervention to support acquisition of the skill.
- An activity that teaches the skill from scratch / is heavily scaffolded / deeper level intervention to support pupils in acquiring the skill.

At this point no groups / names are included on planning. It is imperative that when planning, teachers refer to the transferable skills that have already been learnt in order for children to apply their existing skills & learning.

Pre-Learning Assessments (Cold Tasks)

At the beginning of each unit of work teachers plan and prepare a pre-learning task or 'Cold Task' in order to identify the starting point for each child with key EOYE for that unit. The pupils then complete this task independently and the teacher assesses the relevant skills on Target Tracker for each child – highlighting them accordingly.

Gold – the child has mastered a skill and can apply it at 'greater depth' – for example, in a range of contexts and when solving complex problem.

Blue – the child is competent in the skill/s and has 'achieved' it to the expected standard.

Red – the child is working towards achieving the skills, but needs further work to consolidate the skill/s and is therefore 'working towards' achieving the skill/s.

White (not highlighted) – the child has not yet started to acquire the skill/s.

NB: If teachers disagree with an existing assessment, they are able to change the highlighting to reflect their current assessment.

Teachers then use the Gap Analysis breakdown for each of the key skills assessed against – showing each child's starting point. This then informs planning for the remainder of the lessons, providing the basis for teachers to identify which children complete which activity during each lesson; along with marking and teacher assessment during lessons. Teachers annotate plans to include pupils' names for each activity and any other additions/amendments to planned lessons.

Assessing during a unit of work

Teachers are constantly assessing pupils' progress and attainment of the skills/EOYE being taught through:

- Marking
- Verbal feedback (annotate work with VF to record that this has happened)
- Annotations on plans
- Completing task sheets during lessons (teachers & Teaching Assistants)
- Making notes on Post-It notes
- Through self and peer assessment
- Questioning
- Observations of pupils

Target Tracker can be updated at any time during a unit using the evidence gained throughout their work.

Post-Learning Assessments (Hot Tasks)

At the end of each unit, teachers plan and prepare a post-learning task or 'Hot Task' in order to assess the progress made during the unit of work. The outcomes of this are then added to Target Tracker by highlighting the statements again. This is a continual process, whereby pupil's progress is constantly monitored and recorded.

Pupil Effectiveness as Learners

In order to develop pupils' self-regulation, staff complete professional development training in utilising and promoting the skills of an effective learner, as identified by John Hattie. These skills are:

- Independently uses self-regulation strategies.
- Does not depend on external factors (teacher / teaching assistant / task).
- Good self-appraisal skills – can judge how they are doing, is able to recognise what they do well.
- Good self-management skills – does not need to ask what to do, knows what order to do their work in.
- Able to plan.

- Able to correct mistakes.
- Employs a range of 'fix-up' strategies.
- Seeks or incorporates feedback from adult or peer.
- Is willing to take risks.
- Is confident.

Teachers use these methods within their class, incorporating these into their planning and teaching in future terms.

Personalised Targets

Personalised targets are key to ensuring that all pupils make consistently expected or better progress in Reading, Writing, Maths and RE. This is because they clearly identify next steps in learning which are significant in ensuring the pupil makes progress at a good pace.

At the beginning of each half term, teachers will set no more than three targets for each pupil to achieve over the following half term, in each of Reading, Writing, Maths, along with a Learning target which is identified through conferencing with the pupil. An additional target is also set for RE.

Reading, Writing and Maths targets will be based upon gaps in that pupil's assessments on Target Tracker (using the Pupil Summary tool) and will be identified with pupils through 1:1 pupils conferencing. These will be presented in the format of a 'Target Mat' which they should have in their exercise books, when undertaking reading, writing and mathematics activities across the curriculum. As RE is a core subject at CCCE, pupils will also have a personalised RE target for each half term, which is stuck into their RE book.

For children with SEND, Personalised Targets from EOYE may need to be broken down further into small steps, to ensure progress towards the EOYE statement over the half term. Targets from EHC Plans and IEPs will also be shared with pupils and parents.

Sharing ownership of targets with Parents and Pupils

In KS1 and KS2 Personalised Targets are shared with parents both formally (at Parents Evening and on Reports) and informally. Copies of Target Mats should be sent home each half term.

Pupils must be aware that we are recording all that they are able to do and become increasingly involved in this process, as they become self-regulatory learners. Target Mats should always be to hand when pupils are working on English and Maths, with regular reminders to refer to this given by the teacher throughout each lesson.

Summative Assessment

Statutory Assessments

There are a number of statutory assessments that are undertaken throughout Key Stages 1 and 2.

- Pupils in Year 1 complete the Phonics Screening Check* in June. Any pupils that do not meet the required Threshold will have the opportunity to complete the check again in the June of Year Two.
- In Year 2, pupils complete Statutory Assessment Tests* in Reading, Mathematics and Grammar, Punctuation & Spelling throughout May which inform their end of Key stage 1 Teacher Assessments submitted in the summer term. Teachers also submit Teacher Assessments for Writing in the summer term.
- In Year 4, pupils complete the Multiplication Timestables Check, which is an online assessment of their understanding and recall of multiplication and division facts up to 12 x 12.
- Pupils in Year 6 complete the Statutory Assessment Tests* in Reading, Mathematics and 'Grammar, Punctuation & Spelling' for the end of Key Stage 2 in May. Teachers also submit Teacher Assessments for Writing in the summer term.

For each of these statutory assessments there are 'mock'* summative assessments made in both the autumn and spring terms in order to identify areas of strength and areas for development within each class and the cohort as a whole. The outcomes of these are shared with S/MLT and interventions put in place to address areas for development.

* All tests completed are confidential, and are to be kept locked securely before and immediately after the tests have been marked. Only authorised persons (class teacher and any marking officer) are allowed access to these tests. Tests must be kept in each pupil's assessment portfolio for one year, and then shredded. Copies of tests cannot be given to parents to take away.

Non-statutory Summative Assessments

Pupils in Years 3, 4 and 5 complete summative assessment tasks based on the key EOYE taught in Reading, Grammar, Punctuation & Spelling and Maths each term. Year 1 also complete these in the summer term. These assessments provide opportunities for teachers to ensure that assessments on Target Tracker are accurate and provide an overview of areas for development and areas of strength.

In line with end of Key Stage Assessments, pupils will not be asked to complete tests in writing, as writing will be regularly moderated in school (staff meetings and SLT work samples), as well as through cross-school moderation events.

Summative Judgements against End of Year Expectations

Summative judgements as to whether children have met End of Year Expectations for their year group (known as a Band on Target Tracker) in Reading, Writing and Mathematics are made by class teachers at the end of Spring 2, Summer 1 and Summer 2. These judgements are based on the proportion of EOYE statements that have been highlighted blue for each individual child, within the band in which they are working.

The judgements are:

B: Below ARE

W: Working Towards ARE

S: Working At ARE

S+: Working at Greater Depth within ARE

(ARE: Age Related Expectation)

These judgements then provide a benchmark that can be used for strategic, numerical data analysis focussed on attainment and progress.

All children assessed at working below age related expectation will have a SEAN Support Plan.

Key Stages One & Two – Assessment of other Core Subjects

Religious Education

RE continues to be assessed against the key assessment questions, developed from the Diocesan RE Syllabus and assessed on Target Tracker, using the same approach as English and Maths. This is then monitored and analysed by the Religious Education lead. It is the expectation that pupils' attainment in RE will be comparable to their Writing assessment.

Science

Science assessments are made on Target Tracker. Teachers highlight the End of Year Expectations as pupils make progress. Summative judgements as to whether children have met End of Year Expectations are made at the end of Spring 2, Summer 1 and Summer 2.

Key Stages One & Two – Assessment of Foundation Subjects

There are two data drop points each academic year; the first at the end of the spring term, and the second near the end of the summer term. Teachers submit formative assessments at these points for their pupils across all subjects.

Assessments for Foundation Subjects are updated on Target Tracker.

Teachers must therefore provide ample opportunities for pupils to apply skills learnt independently.

Moderation

Purpose

To ensure that Teacher Assessments are both accurate and consistent across the school, and Trust, thereby providing a reliable starting point for measuring pupils' progress and setting appropriate Personalised Targets.

Strategies

a. Cluster Moderation Meetings

Staff across the Thamesmead Cluster (representing EYFS through to Year 6) moderate samples of work, discussing assessments made and comparing work from other schools. This strategy is used to improve teachers' knowledge of End of Year Expectations for their year group and to confirm / disagree with judgements being made. It is also an opportunity to share good practice.

b. In-School Moderation Meetings

Samples of work (i.e. Portfolios, class books, folders) reviewed by Middle Leaders, in order to confirm or dispute judgements being made. This strategy is used to improve teachers' knowledge of End of Year Expectations for their year group and identifying effective assessment tasks and sharing good practice.

c. Summative Assessments

All pupils in Year 2 and Year 6 are tested in Reading, Grammar, Punctuation & Spelling and Maths using past DfE exam papers. Pupils in years 1, 3, 4 and 5 use test papers which are similar in format but pitched according to the skills and knowledge on the particular year's national curriculum. These are used to support Teacher Assessments.

d. In-class assessments and tests

Teachers will use time and pitch appropriate tests throughout the teaching and learning to ensure pupils understand key concepts (i.e. times table checks, weekly spelling tests etc.)

e. Subject Leader Monitoring

Core and Foundation Subject Leaders use Target Tracker to monitor progress and identify anomalies.

All anomalies must be investigated, identifying the cause and setting targets for improvement.

f. SLT Screening & Monitoring

The Assessment Lead identifies unexpected assessments in all phases and year groups, and anomalies in teacher assessments, investigates the cause, and sets targets for improvement for the teacher with support in line with Teacher Appraisal and Capability Procedures where appropriate.

Identify unexpected Test Levels, investigate the cause and take appropriate action.

Overview of Moderation Strategies

	Cluster Moderation	In-School Moderation Meetings	Tests or Summative Assessments	Subject Leader Monitoring	SLT Screening
EYFS	✓	✓		✓	✓
Reading	✓		✓	✓	✓
Writing	✓	✓		✓	✓
Maths	✓	✓	✓	✓	✓
GPS			✓		✓
Science	✓	✓	Year Six	✓	
RE	✓	✓		✓	
Other		✓		✓	

Monitoring and Evaluating this Policy.

Success Criteria

1. Progress of all pupils is consistently good or better across all subjects. Reading, Writing and Maths have positive progress scores at the end of Key Stage 2.
2. The attainment of all pupils, and groups of pupils, in English and Maths (KS1 and 2), is at least in line with National Averages.
3. All teachers are able to assess a pupils' attainment in Reading, Writing and Maths accurately.

Procedure

The Assessment Leader must monitor the application of this policy every half term, with support from the subject leaders.

The success of the policy, with recommendations for improvements, will be reported to the Executive Headteacher, S/MLT and Chair of Governors at the Strategic Progress Review Meetings in accordance with the School Self Evaluation Schedule (SSES).

Where aspects of the Success Criteria are not successful this will trigger an audit trail to identify the cause and remedy.



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Appendix One: New Pupil Starter Form

Year group:					Name:				
Gender:					Date of birth:				
Eligible for FSM:					Home language:				
SEAND requirements:					Local authority care:				
Registration group:					Start date:				
Ethnicity:					Previous school: (if known)				
Personal file requested?					Concerns?				
EYFS Profile:	C&L	PD	PSED	Literacy	Maths	UtW	EAD	GLD?	
1 Emerging / 2 Expected / 3 Exceeding									
Year 1 Phonics Screening Score					Year 2 Phonics Screening Score:				
KS1 RESULTS:	Reading		Writing		Maths		Science		
Outcomes									

Appendix Two: Guidance for Subject Leaders on monitoring the quality of teaching and learning

1. Look at the Gap Analysis report for each year group / class
2. Take an overview, and consider whether there is enough coverage for the time of year. Address if necessary. Choose an EOYE that is of interest e.g. The whole class is assessed as 'red' or 'blue', The EOYE is a commonly used skill, but has not been assessed, another reason etc.
3. Select three children to moderate as appropriate. (unless you are moderating an SEN child as they might be the only child working at that level).
4. Using those children's work, discussions, and any other assessment materials, moderate teacher's judgement.
5. If judgement is correct, print and annotate the Pupil Summary for each child accordingly, and file in their assessment file and Assessment Leader's Moderation files. If judgement is not correct, investigate further to find out what might have gone wrong:
 - look at planning (has the pre-learning task been carried out, was a gap analysis used to plan, have the children been taught according to the assessment outcomes, was a post-learning assessment carried out etc.)
 - talk to the teacher.
6. Decide next steps for the teacher as and if appropriate, making expectations clear, clarifying support already given and providing any further support with targets for improvement.
7. Report outcomes to Principal in Subject Leader Report.