

Community Academies Trust

Birchwood Primary School Policy



Assessment Policy

Date adopted by Governors:	February 2023
Date for policy review:	February 2025
Person responsible for review:	Headteacher
Signed by Chair of Governors:	February 2025

This policy was drafted by Mr N Coleman. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

Rationale

The current National Curriculum has been statutory since September 2014. Summer 2016 was the first year when statutory assessment did not use levels. The new National Curriculum is premised on the concept of mastery – something which every child can aspire to and every teacher should promote. It is about deep, secure learning for all, with extension of able students rather than acceleration. Effective assessment will clearly show how secure pupils are in their learning and prompt the teacher into planning the most appropriate next steps in learning.

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment which enables schools to evaluate how much a pupils has learned at the end of a teaching period; and nationally standardised summative assessment which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

As a school we promote these key Assessment Principles:

- Accurate assessment is the key to effective teaching
- Assessment is fair and transparent
- Assessment is ambitious and appropriate
- Assessment is consistent
- Assessment outcomes provide meaningful and understandable information

We view assessment as the starting point for pupils' learning. Continuous assessments are used by teachers to develop the next steps in pupils' learning. Pupils then have an ongoing dialogue about their 'targets'. Verbal and written feedback is used including pupil self-assessment and peer assessment of pieces of work with work being planned against age related expectations and the ability of children.

School is able to demonstrate good evidence of pupils' progress over time through the work in pupils' books. However, we do need to demonstrate how children's achievement is being recorded and monitored. The school are using Cornerstones Assessment Tracker as an online tool to record and measure pupils' progress and assessment outcomes.

Aims

Our aim is to give reliable information about how each child, and their class, is performing. To enable this we:

- Use Cornerstones Assessment for tracking that is meaningful as pupils work towards age-related expectations across our school curriculum.
- Provide information that is easily understood and transferable
- Use adaptive teaching to differentiate attainment between pupils of different abilities giving early recognition of pupils who are falling behind and those who are excelling
- Ensure assessment is closely linked to improving the quality of teaching and learning
- Produce recordable measures which can demonstrate progress over time
- Make comparisons against expected standards

Cornerstones Assessment Tracker – recording assessments and establishing progress

CORE SUBJECTS

Core Teacher Assessment Tracking Grid 2022/23. Subject – Class – Teacher initials



Attainment	Start of Year		Autumn Term		Spring Term		Summer Term	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Greater Depth								
Within								
Just within								
Borderline								
Below								

Pupil Premium Child
 SEND Child
 PP and SEND Child
 GD - Greater Depth KS1
 EX - Expected KS1
 WT – Working Towards KS1
 PK – Pre Key Stage

Assessments of core subjects are completed at the end of each term in school. To assess their pupils, teachers will use the moderation grids for their year group. They will focus on their 3 benchmark pupils and then make judgments for the remainder of the class. These judgments are then verified by senior leaders. The judgments are then entered onto a Tracking Grid which is used in Pupil Progress Meetings and onto the online tracking system.

Acorn: EYFS Progress Trackers – Development Matters Mathematics 22/23



Development Strand	On Entry Baseline		Autumn Term		Spring Term		Summer Term (ELG)	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Reception Year Consolidating								
Reception Year Developing								
Reception Year Beginning								
3 and 4 Year Old Consolidating								
3 and 4 Year Old Developing								
3 and 4 Year Old Beginning								
Birth to Three Years Consolidating								
Birth to Three Years Developing								

Vulnerable groups: Pupil Premium - Special Educational Needs /Disability / - PP and SEND

Ranking order (First name, Surname initials)

Moderation grids are used to highlight age related expectations based on the National Curriculum. Supporting materials, curriculum coverage and summative tests also complement the system.

Assessments from the information input by class teachers will then generate percentages of pupils working at age related expectations. This data is easily manipulated to generate data for groups of pupils and identify specific pupils who are not making expected progress.



Attainment against Age Related Expectations 22/23



Key / Cohort	Summer 22/23					Autumn					Spring					Summer 2023					Variation Summer 2022 To Summer 2023
	Not on track		On track			Not on track		On track			Not on track		On track			Not on track		On track			
Detailed Assessment	B	BL	JW	WI	GD	B	BL	JW	WI	GD	B	BL	JW	WI	GD	B	BL	JW	WI	GD	
Whole School	%					%					%					%					%
Year 6	%					%					%					%					%
Willow 6	%					%					%					%					%
Yew 6	%					%					%					%					%
Year 5	%					%					%					%					%
Sycamore 5	%					%					%					%					%
Teak 5	%					%					%					%					%
Year 4	%					%					%					%					%

Progress Meetings

Every half term, senior leaders meet with teachers to discuss the progress of pupils in their class. The children who are the subject of discussions have been highlighted through data analysis, work scrutiny or class teacher’s ongoing formative assessments. Pupils are discussed individually and support is identified. Teachers complete an accelerated progress sheet with specific targets to help secure more rapid progress.

SUBJECT – Maths or Reading or Writing	Spring 1. Catch up Plan 22/23 <small>Pupil Progress Meetings</small>	Class:
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Specific Barrier/s	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Result after 7 weeks Progress made.....
Name - -Specific issues here								
Name - -Specific issues here								
Name - -Specific issues here								
Name - -Specific issues here								

Moderation

To ensure assessments are accurate, staff at Birchwood moderate within school, with schools within the Community Academies Trust North Warwickshire Hub. Staff in Reception, Year 2 and Year 6 all attend agreement trialling meetings with Warwickshire local authority to ensure their judgements against the national Teacher Assessment Frameworks are accurate.

Cornerstones Assessment Tracker – recording assessments and establishing progress

FOUNDATION SUBJECTS



(Subject) Attainment against Age Related Expectations 2022/23



(Subject)									
Cohort	Summer 2022		Autumn		Spring		Summer 2023		Variation 2022-2023
	Off Track	On Track	Off Track	On Track	Off Track	On Track	Off Track	On Track	
Whole School	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Year 6	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Willow 6	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Yew 6	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Year 5	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Sycamore 5	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Teak 5	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Year 4	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Pine 4	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Redwood 4	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Year 3	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Maple 3	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Oak 3	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Year 2	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Juniper 2	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Larch 2	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Year 1	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Elm 1	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-
Hazel 1	% ()	% ()	% ()	% ()	% ()	% ()	% ()	% ()	+/-

In the spirit of the National Curriculum and the mastery approach, staff are not expected to teach the skills of the year group above but broaden and deepen the skills taught within ARE. Pupils working above in these subjects are considered MOST ABLE in our school.

Formative Assessment - For foundation subjects we need to focus on 'checking for understanding'. The vast majority of assessment we do for each subject is within the lesson and adaptations are made to support learners.

Developing a repertoire of methods for different situations, switching between them in planned and spontaneous moments, can make teaching highly responsive, adapting to the feedback students are giving through their responses.

Formative assessment should be used to reshape lessons and sequences of lessons to ensure understanding and support retention of substantive and disciplinary knowledge.

Summative Assessment - At Birchwood, summative assessments of foundation subjects are made at the end of each term to give an indication of pupils' attainment in each subject.

To support these judgements 'Subject Floor Books' provide examples of work showing the appropriate standard for each year group.

Questions to ask when making summative judgements:

How well do pupils retain knowledge in the subject?

Can pupils ask and answer questions about a subject?

Can pupils explain their knowledge to others?

Do pupils make links with prior knowledge?

How well do pupils apply their knowledge in different contexts?

Once the data has been generated it is submitted to the Foundation subject leader who collates the information into percentages. This information is used to provide lines of enquiry for monitoring activities and inform their Learning Improvement Plan for their subject.

Progress in subjects is calculated according to the percentage of pupils who are currently **On Track** to meet Age Related Expectations and those who are currently **Off Track**. It will also be triangulated against evidence in planning and through learning walks.

The Headteacher will:

- Use the information collected to inform the school's strategic plan
- Present the information to the Trust and Governors in a clear and concise format that is easily understood
- Allocate CPD as necessary to address any areas highlighted through assessment
- Monitor progress meetings to ensure class teachers are held to account

The Assessment Co-ordinator will:

- Collate all the data collected by staff to create headline data that can be reported
- Check for anomalies in the data and ensure the data has been inputted accurately
- Analyse group data and highlight strengths and areas for development
- Check pupil level data to ensure progress for all pupils

Subject Leaders will:

- Understand the data available to them for their subject
- Use tools within Cornerstones to pursue their own lines of enquiry relating to the data, particularly vulnerable groups
- Use the data to inform their strategic plan to ensure all pupils in school are making at least expected progress from their starting points
- Understand from the data the key strengths in their subject in terms of progress and attainment and also the areas that require improvement
- Conduct progress meetings and hold class teachers to account

The Class Teacher will:

- Complete all summative assessments in line with the assessment schedule
- Use gap analysis of tests to inform their future planning
- Input the required data into Cornerstones and Foundation Subject tracking grids

