



Assessment policy

Formally adopted by the Governing Board of:-	Buxton Primary School
On:-	14th September 2023
Chair of Governors:-	Kathryn Corder
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1 Aims of Assessment

1.1 The main aim of assessment is to:

- recognise the strengths and talents of pupils
- identify and support their areas for development and need
- enable planning to secure good progress
- monitor progress
- inform future planning for groups of children or individuals, including predicting future outcomes
- inform teachers, parents, governors, the LA and other relevant bodies about the progress that children make.

2 Forms of Assessment

2.1 Assessment for Learning

Teachers continually assess pupils' performance through their observation of children on tasks set and through the work they produce.

Assessment for Learning is used throughout school. Each pupil is baselined and regularly assessed on progress through NC 2014 Year Group expectations in English and mathematics. These ongoing assessments inform the teacher's planning for the class and for groups within the class and target setting for individual pupils.

Marking of pupils' work is done in accordance with the school's 'Marking and Response' policy and highlights what a pupil has done well and indicates how a pupil can improve a piece of work. This process encourages self and peer assessment which are believed to be fundamental elements in the assessment process. Not all pieces of work are marked in depth, teacher plan their in depth marking to best assess children's progress and needs.

2.2 Formal Assessment

a) **Diagnostic:** this identifies particular learning difficulties and strengths and informs target setting for those pupils who require learning support.

b) **Formative:** For Reception Year pupils, there will be a baseline assessment in Autumn 1 and for all other year groups Y1-6 termly assessments in reading, writing, maths and at the end of each cross-curricular 'Theme' (incorporating Foundation subjects).

Completion of Foundation Stage Profile for Reception pupils is ongoing throughout the year based on observations and evidence based assessments across the range of areas covered. Each pupil's evidence base is maintained on Tapestry, in class art folders and pupil's individual folders for mark making samples.

c) **Summative:** this measures performance at the end of the year through Nationalised Standard Assessment Tasks and Tests in English and mathematics in Year 6.

Children in Y1-Y6 have end of year summative tests in reading and mathematics.

As a school, we use adapted Nfer assessments. Nfer are the leading standardised assessment developers who work in collaboration with teachers and standardise with over 60,000 children. Since these assessments haven't been created with Buxton's specific and tailored

curriculum to match our pupil need, we have worked hard to adapt these assessments so that our analysis of data shows accurate progress and attainment and identifies any gaps in the children's learning related to the curriculum of the year group they are in.

All pupils, Years 1-6, have ongoing termly teacher assessment of the skills they have achieved in the Foundation subjects and, three times a year, in Reports to parents, of their attitude towards school.

For EYFS pupils, summative assessment is in the form of a completed Foundation Stage Profile for each pupil.

All teachers prepare a 'profile' for parent/ teacher meetings which includes reference to progress in Maths and English.

A summary report for all pupils at the end of the summer term details for parents whether their child has achieved (or not) age related expectations in English and mathematics, the skills achieved in Foundation subjects and an assessment of the child's attitude towards school.

For pupils with SEND, assessments are adapted to reflect their needs. This could mean different assessments, assessments from a different year group or adapted Nfer assessments.

3 Recording

3.1 Data obtained through formative and summative assessments is recorded on the school's electronic tracker, 'Pupil Asset' and internal spreadsheets to keep track of pupil-needs and intervention requirements. This data is analysed to produce information for teachers to develop interventions to ensure all children are achieving their fullest potential. 'Tapestry' is used in Foundation Stage to record day to day observations of children's achievements. Three children are chosen weekly to be 'focus' children ensuring any learning needs are identified and children are supported to make good progress.

4 English and Mathematics

4.1 Every child is baselined and regularly assessed in reading, writing and mathematics and personalised targets are set for each child in each of these areas.

Pupils experiencing difficulty in making at least expected progress in Reading are identified for reading intervention programmes, including 'Catch-up' reading, 'Toe-by-Toe' or Reading eggs. They may also require personalised reading or spelling support, we also regularly use 'Spelling Frame' to support those who find spelling more difficult.

Pupils experiencing significant difficulties in English and/or mathematics in KS1 or 2, receive small group and 1-1 tuition in the basic skills, as well as receiving in class support to ensure they are able to access the age appropriate curriculum. For maths, we have the Power of 2, Numicon and Maths Seeds interventions which can be used where appropriate.

For those pupils who are more able in certain aspects of the curriculum, intervention slots within the timetable allow for them to have more bespoke learning opportunities according to their ability level.

In Foundation Stage, literacy and numeracy skills are assessed and recorded through the Foundation Stage Profile and these ongoing assessments are recorded on Tapestry.

Pupils who are struggling to behave appropriately in class, during free times or at home, may join our Nurture Groups or Forest School Nurture sessions and/or receive an individualised timetable or attend Alternative Provision sessions. This social and emotional intervention encourages children to have the right attitude to learning and education; to learn how to work with others and see their strengths as a learner.

5 Records of Achievement /Class Assessment

5.1 Every teacher follows a robust assessment system – see attached appendix for Buxton’s Assessment Schedule.

5.2 All work in pupil books for core subjects will be dated, and marked. Teachers regularly compare marking and assessment to ensure a consistency of practice across the school (and cluster) to ensure practice is as effective as it can be. Subject Leaders in core subjects will build up a portfolio or pen picture of work and standards expecting across each year group. Marking detail is shared in Buxton’s Marking and Response Policy.

6 Monitoring

6.1 Children’s progress will be monitored continually through informal and formal assessments by the class teacher and this will inform target setting and medium term planning for all subjects.

6.2 The HT, SLT and subject leaders will monitor the quality of teaching, learning and assessment across the school. This monitoring is recorded along with its findings and the impact of any suggestions for improvements made.

7 Tracking

7.1 Assessment is a regular agenda item at staff meetings so that all staff understand the importance and purpose of ongoing assessment and are making informed decisions to update the school assessment tracker, and decide if children are working towards their targets, effectively.

7.2 End of term assessment data for reading, writing and mathematics is entered into the school’s tracker and analysed by the Headteacher. Class Teachers attend progress meetings where class, group and individual pupil progress are discussed and analysed and pupils making insufficient progress, or with room for improvements, are identified for intervention. Teachers detail the reasons behind any weak progress, and explain how specific pupils will be supported to ‘catch-up’.

7.3 Each term, there will be staff meetings dedicated to the monitoring of pupil progress across the school. Work will be scrutinised and moderated in English, Maths and non-core subjects. This will inform future target setting, interventions and medium & long term planning.

7.4 Governors also review tracking, attainment and progress to provide challenge for the school to continually review and adapt processes providing the very best chances for all children to reach their fullest potential academically.

8 Reporting

8.1 Parents are invited to attend three consultations per year (end of Autumn, Spring and Summer terms) in order to discuss their child's progress. At the Autumn and Spring meetings parents are given an interim Profile of their child's progress and interim school experience. Attending a Summer meeting is optional and follows the annual 'detailed' Report to Parents on Achievement and Progress. Parents also receive written Attendance and Education bulletins twice per year which includes detail about their child's efforts and progress academically.

8.2 Parents receive a written report in July, summarising the year's work. Year 6 parents also receive a summary of the National Curriculum standards their child has attained in SATs. Parents of children at the end of Year 1 will also be informed if their child has been successful in the Statutory Phonics Check. Children at the end of the Foundation Stage will be given details of their child's progress against the Foundation Stage Profile. They will be informed if their child has reached a Good Level of Development – and if not, where the weaknesses are.

8.3 Assessment of pupil progress in each of the Foundation subjects is made in terms of whether the children are working at, above or below age related expectations. This is undertaken each term for each subject studied. Subject Leaders are able to analyse this assessment information to determine how many children across the school are working at, above or below age relating expectations in their subject.