



BROOK FIELD PRIMARY SCHOOL

Assessment Policy Statement

INTRODUCTION

Assessment is the process by which pupils and teachers gain insight into learning. At Brook Field assessment is at the heart of our effective curriculum and is a fundamental part of good teaching and learning. Assessment enables learners to recognise their own achievements and make progress, and for teachers to shape and adapt their teaching to individual needs and aspirations.

Assessment is not only used to recognise academic achievement, but also includes assessing and developing attitudes towards learning and identifying potential barriers. Assessment is an important link in the cycle of planned curricular activities. Recording achievement in a positive way and identifying children's particular strengths and areas to develop through assessment helps to ensure that progress is maintained and that continuity is enhanced.

Teaching, learning and assessment are inter-related. Assessment should form a natural part of teaching and learning activities. We need to provide assessment opportunities for pupils to demonstrate what they know, understand and can do. The assessment process should provide feedback helping the teacher to reflect on the curriculum and the learning strategies used.

Our children are active participants in the assessment process, identifying their own areas of strength and development alongside their teachers, parents and peers in a collaborative process, instilling excellent learning behaviours for future life skills.

Assessment should draw upon everyday teaching activities, talking to children, listening to what they have to say, watching them at work and play, challenging the children through revised Blooms (see Appendix 1) questioning and drawing conclusions from what they do. This formative type of assessment takes place throughout all learning. It provides information i.e. whether learning targets are being reached and the depth at which the children can apply them. For the child it is an immediate response, which gives attention, encouragement and motivation. It also enables the teacher to adapt and inform their planning to ensure the children's personal learning needs are being met.

More formal summative assessments are also made. These assessments measure children's performance at a given point in time to ensure we hold ourselves to account and gain information to promote future learning. For further details, please see the Blue Kite Assessment policy, also on our website (<https://www.brookfieldprimary.org/assessment/>).

AIMS

The purpose of assessment is to:

- Assist the child as a learner.
- Help the teacher guide and evaluate.
- Focus on what the child can/cannot do (Diagnostic)
- Decide what a child needs to do next (Formative)
- Sum up progress so far in order to inform (Summative)

→ Carried out as a collaborative process, with each individual child at an age appropriate level.

Assessment should involve an analysis of the learning process and attitudes towards learning, so enabling teachers to evaluate and plan future work and support effectively.

Children should be directly involved in assessing what they have learnt and how they are learning, therefore taking ownership and developing independence. Clear targets should be set alongside the child where possible, to ensure the child's participation and responsibility in their future learning.

DIFFERENT FORMS OF ASSESSMENT

Teachers undergo diagnostic, formative and summative assessments in all subjects so they can engage in age-appropriate assessment dialogue with the children, plan the next stage in the child's learning, monitor progress and provide motivation for the children.

Diagnostic Assessment (Assessment before Learning)

These are information gathering assessments used prior to teaching and learning, to determine what children already know about concepts and the skills that are going to be covered in a unit of teaching, to personalise the learning for the children. In addition, attention is given by the teacher to identify any barriers to learning at this stage. These may well take the form of summative assessments as outlined below, but also through general discussions, mind maps, KWL (What I know and What I would like to know) grids and using a Bloom's Questions grid, see Appendix 2. To plan the most effective writing units that drive our children's learning forwards, we use 'cold tasks', when appropriate, to find out what our children already know about different genres of writing. These are explained in our English Policy.

Formative Assessment (Assessment as Learning)

This is an ongoing process, which is used to facilitate pupil progress and improve learning and teaching. It is part of the normal classroom activity and informs the teacher's planning. A wide Assessment as Learning strategies are used to inform planning and to develop personalised learning opportunities. These include annotations on planning, target setting, questioning, children's self-evaluation, peer editing, year group partner meetings, observations, marking, time for response to marking and verbal feedback. Further strategies and details are outlined in our Feedback and Marking Policy.

Summative Assessment (Assessment of Learning)

This gives a summative picture of progress made at the end of a term/academic year or Key Stage. Teachers assess the children in a variety of ways each term. The assessment tools are tailored to the age of the children but ensure consistency of approach throughout the school. These include:

- Writing tasks
- Reading assessments
- Phonics assessments
- Spelling and grammar assessments
- Maths assessments
- Science tasks and tests to assess skills and concepts
- Ongoing assessment in Religious Education and the Foundation subjects with class assessment data sheets are used to monitor individual and class progress.

At key points in the academic year standardised tests are administered to track pupil progress and make whole school predictions. These are detailed within the Blue Kite Academy Trust Assessment Policy, pages 4-5.

Children must be assessed as reaching at least a secure understanding within each set of associated year group expected outcomes, before accessing the next year group outcomes as this will come the following academic year. Therefore, giving our children increased opportunities to explore year group outcomes at greater depth, ensuring understanding and knowledge that is more easily retrieved in future learning. This does not mean that children are held back, which ensures that the curriculum is continually tailored to meet the individual needs of each child for continued progress to take place.

Three times throughout the academic year, teachers will meet with the Head teacher and Deputy Head teacher to review individual pupil well-being and progress, monitor specific groups and discuss future actions to ensure all pupils are making good or better progress.

At the end of the academic year each teacher uses a range of formative and summative assessment information to make a judgement on each child. Each teacher enters an overall judgement onto Target Tracker (our Assessment software) for their class, detailing their teacher assessments in the core subjects. These are shared with parents in the end of year report.

REPORTING

Parents will be informed of their child's progress regularly throughout the year during parent/teacher interviews.

Complying with legal requirements, a full annual report, covering all areas of the National Curriculum, is written for each child.

Attendance Rates and the Number of Unauthorised absences must be shown on the report.

For children who have participated in end of Key Stage 2 SAT's, a separate mark sheet will be provided for parents, with the annual report, showing Teacher Assessment scores, Test results and standardised scores achieved. They will also receive an overall summary sheet for the school's SAT's results so that they can compare their child's performance against the year group and can also see how the school has fared generally in relation to previous years' national results. The results of Year 1 Phonics Screening will be provided for parents, with the annual report. Those children who need continued support, will re-take the screening in Year 2 and the results shared with parents.

Teachers are made aware that the language used in the annual reports to parents must be clear and easily understood by parents not necessarily involved in education i.e. educational jargon should be avoided.

RELATED POLICIES

- All Curriculum subjects
- SEND
- More Able
- Feedback & Marking
- Blue Kite Academy Trust Assessment Policy.

Appendix 1

Revised Blooms Taxonomy of Questioning

The revised Bloom's Taxonomy provides the cornerstone for our assessment judgements. Bloom's Taxonomy creates an important framework for teachers to use to focus on higher order thinking. This classification of questioning can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student's work.



Remembering = recalling facts that have been learnt.

Understanding = demonstrating an understanding of facts and ideas by giving descriptions.

Applying = solving problems by applying acquired knowledge

Analysing = examine and break information into parts and make inferences.

Evaluating = present and defend opinions by making judgments about information.

Creating = compiling information together in a different way by combining elements in a new pattern.

Appendix 2

Effective questioning - gradual progression to more difficult questions

	Remembering & Understanding		Applying & Analysing		Evaluating & Creating	
??	is	did	can	would	will	might
Who						
What						
Where						
Why						
When						

How						
-----	--	--	--	--	--	--