

# BYRON COURT PRIMARY SCHOOL

## ASSESSMENT POLICY 2016

### 1. INTRODUCTION

- 1.1. At Byron Court we develop the full potential of all learners to enable them to make a greater contribution to our society.
- 1.2. We are an inclusive school where pupils, parents, staff, governors, the L.A. and local services work in partnership to meet the needs of the community.
- 1.3. We celebrate the positive contribution made by different social, ethnic and linguistic groups.
- 1.4. Robust assessment and target setting lies at the very heart of maximising each child's learning potential and informs development of appropriate teaching and support strategies.
- 1.5. Assessment forms an integral part of detailed lesson planning and engagement of children through the "Assessment for Learning" approach.
- 1.6. Assessment and test results supply evidence of attainment for other agencies and measures the performance of the school locally, regionally and nationally.
- 1.7. In the context of Equal Opportunities assessment allows children with Special Educational Needs to be identified at an early stage and appropriate interventions given.
- 1.8. The school strives to overcome barriers to ensure all children have equal access to the National Curriculum whatever their gender, culture, language, physical, intellectual or emotional state and socio economic status. Assessment allows us to measure our success in helping all groups of children and ensuring that no child is discriminated against.
- 1.9. Whilst there are certain key roles for different members of staff, all staff, pupils and carers have a responsibility in relation to assessment.

### 2. AIMS

- 2.1. The aim of this Assessment Policy is to give a clear outline of assessment procedures at Byron Court for all Year Groups to ensure that robust assessment can form the foundation for planning, progress tracking and raising standards:
  - To allow every pupil to reach their full potential.
  - To enable our pupils to demonstrate what they know, understand and can do in their work.
  - To enable teachers to know every pupil in the class equally and have the opportunity to discuss their progression on a regular basis.
  - Provide regular information for parents to enable them to work in partnership with the school to support their pupil's learning.

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- To enable all stakeholders to monitor all pupils' progress, including the schools current vulnerable groups, including those that attract Pupil Premium Funding.
- To ensure early identification of children with Special Educational Needs and put in place appropriate interventions. (Academically More Able, English as an Additional Language and Special Educational Needs)
- To ensure continuity within the school and nationally.
- To keep the Leadership Team(s) and Governors fully informed, allowing them to make judgements about the effectiveness of the school.
- To help the school and teachers deliver a high standard of education.
- To comply with the statutory requirements and local policies.

### 3. ASSESSMENT STRATEGIES

- 3.1. In order to add value any assessment strategy must be positive, manageable, useful and consistent.
- 3.2. The purposes of assessment are:
  - to be formative, providing information for the teacher to plan the next steps in the children's learning;
  - to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
  - to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
  - to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
  - to be informative for the children, to enable them to develop and take responsibility for their learning.

### 4. STATUTORY REQUIREMENTS

- 4.1. Under the provisions of the Education (Pupil Information) (England) Regulations 2005 the Governors have a statutory duty to ensure that a formal "curricular record" is kept for each pupil.
- 4.2. The curricular record must include details of academic achievements progress in school and other skills and must be updated at least annually.
- 4.3. The curricular record must include the results of statutory teacher assessments:  
**At the end of EYFS:** profile levels to be submitted to the DFE  
**At end of KS1:** Teacher Assessment levels will be recorded for Reading, Writing, Maths and Science to be submitted to the DFE

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**At the end of KS2**, statutory test results will be recorded for Reading, GPS and Maths and Teacher Assessments for writing and science (science test will be carried out periodically on a small sample of pupils). To be submitted to the DFE.

- 4.4. A written report containing achievements and future targets for each pupil must be sent to his/her parent/guardian at least once per academic year.
- 4.5. Targets must be set for each of the core subjects at the end of KS1 and KS2 for the whole school and published annually.
- 4.6. When a child moves to a new school his / her records as above must be forwarded to the new school within 15 working days.

4.7. **Assessment data comes from a range of complimentary sources including:**  
**Statutory Teacher Assessment / Tests**

- EYFS:** Byron Court to continue with in-house Baseline Assessments and EYFS profile levels submitted annually.
- Phonics Screening Y1/Y2** – All pupils to complete Phonic Screening assessments in Y1. Pupils who do not pass the Phonic Screening or any new pupils arriving from abroad will need to resist/take the test in Y2.
- End KS1 (Y2)** – pupils will be Teacher Assessed in: Reading, Writing Maths and Science, the results will be informed by: written, practical oral and visual evidence and from the test results of the Maths, GPS and Reading, which are to be completed during the month of May.
- End of KS2 (Y6)** – Pupils will take National Curriculum tests in Maths, Reading and GPs. Writing and Science levels to be based on Teacher Assessment.

4.8. **Non Statutory Testing**

- Year 6 and Year 2:** Mock SATs in Reading, Maths and GPS to be taken in the Spring Term – this is to help teachers to identify any gaps in the children's learning
- Years 3, 4 & 5:** Optional tests in Writing, Reading, GPS Maths and Science in the summer term (Gap analysis to be carried out).

4.9. **Non Statutory Teacher Assessment – Writing, Reading and Maths**

- Writing - EYFS – Y6** to complete a termly independent Writing Assessment in their Purple Portfolio books – with additional evidence from:
- EYFS:** Writing and EYFS / E- Profile booklets and levelled against EYFS Development Matters.

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- **Writing (Y1-Y6)** All other independent work (hot tasks) to be carried out fortnightly and results to be recorded onto pupil friendly target tracker grids – attached to the pupils' Literacy books (for child's self-assessment) and the writing grids in the Purple Portfolio book – using the National Curriculum statements.
- **Reading: EYFS: Autumn Term:** children to be assessed 1:1 on a weekly basis. **Spring/Summer Term:** Children reading confidently on red book band to be assessed weekly through Guided Reading sessions. Benchmarking to be carried out termly or more frequently.
- **Reading: Y1 – Y6 – Weekly Guided Reading** to be carried out in small groups at the discretion of the teacher, Assessments of children's reading to be carried out weekly. Benchmarking to be carried out termly or more frequently.
- **GPS: Y1 – Y6 Continuous** assessment and results from Grammar, Punctuation and Spelling tests.
- **Maths: EYFS:** - Maths assessed using evidence from Maths books and E- profiles and practical tasks.
- **Maths Year 1 - 6,** Pupils to be assessed weekly, using Maths work, books, practical activities, Mental Maths tests and comments written into the weekly plans and mark books. End of unit and end of year tests used to identify any gaps in the children's learning.
- **Phonics: EYFS, Y1 & Y2** Phonics assessments to be carried out termly and recorded on termly grids.
- **Science – Year 1 – 6.** All children to be Teacher Assessed, using Teacher knowledge and end of unit and end of year Science tests.
- **ICT – EYFS - Y6.** All children to have regular Teacher Assessment.

### 4.10 Target Tracker Recording

- All Core Subjects: **Reading, Writing Maths, Science and ICT step levels need** to be inputted on to Target tracker ½ termly (statements can be highlighted optional).  
**Statement and steps need to be updated at the end of each term.**
- **Reading, Writing and Maths: All children** to be assessed on Target Tracker, Statement and Step Levels given (this can be completed by grouping and then adjusting individual children's statement and step levels.)
- **Science Y2 and Y6 only - All children** to be assessed on Target Tracker, Statement and Steps Levels given (this can be done by

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grouping and adjusting individual children's Statements and Steps levels.)

- **Science (Y1, Y3, Y4 & Y5), ICT History, Geography, PE, Spoken Language, Art & Design and Design and Technology.** To establish accurate levels and subject has been taught: Statements to be highlighted weekly (or when taught) for **3 Children (High (T), Medium (M) and Low (B) achieving children:** Step Levels given termly (by ability group and steps levels adjusted individual children).  
**Art:** 1 piece of work to be recorded termly in Art portfolio book.
- **Music, MFL, RE and PSHE-** Step levels to be updated termly on Tracker - **Termly for all children.**
- **Specialist Teacher (MFL, Music, Drama, ICT and PE) -** to complete assessments on Target Tracker as stated above.

### 5. ASSESSMENT FOR LEARNING (AFL)

- 5.1. AFL is ongoing and integral to the learning and planning processes. At Byron Court it is implemented primarily through the inclusion of WALTs ("We Are Learning To") and WMG (What Makes Good) on each piece of work.
- 5.2. The use of self-assessment and peer assessment for children Y2 – Y6 in English and Maths.
- 5.3. The outcome of lesson evaluation should be recorded on the back of weekly planning sheets to inform the following weeks planning and targeting.
- 5.4. Other strategies for AFL include:
  - Observational assessments
  - Marking of pupils' work (in accordance with marking policy) – giving children opportunities to respond
  - Peer marking
  - Pupil self-assessment – marking against the success criteria
  - Questioning/Discussion with children.
  - Informal classroom quizzes, tests: spelling / mental maths / checking words / phonic sounds
  - Targeting of children in planning
  - Verbal feedback
  - Video clips
  - Photographs

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### 6. RECORD KEEPING

#### 6.1. Types of assessment records include:

- Evaluations from lessons on lesson plans.
- Teaching and planning records.
- Updating Target Tracker as stated in (4.9).
- Individual learning targets (front of writing book) – (Maths to be reviewed.)
- Pupils workbooks.
- Individual test results.
- Summaries of class and cohort records.
- Photographs.
- Video clips.
- Using observational tool on Target Tracker.

#### 6.2. Importance and handling of assessment records:

- Assessment records provide the evidence that underpins the use of assessment and ensures integrity of reporting and access to earlier records ensures year on year levelling integrity.
- It is the responsibility of **all class teachers** to ensure that appropriate evidence is available and to keep a clear audit trail so that amendments are clearly documented and communicated to relevant parties.
- Teacher Mark Book provides a summary of each pupil's attainment and progress throughout the year and should be regularly updated – copies of Reading, Writing and Maths pages given to Assessment Leader at the end of each academic year.
- The foundation of sound assessment records is the evidence in children's workbooks, which include:
  - EYFS Portfolio booklet – E-profiles
  - Purple writing portfolio book
  - Writing exercise book
  - Maths exercise book
  - Reading benchmarking
  - Phonics check list / word recognition check list (EYFS / KS1)
  - Mental Maths records
  - Topic books (Science and Humanities)
  - Autumn term, Mid-term and Annual reports given out at Parents Evenings

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- At the end of each academic year the following pupil records are given to the next year group teacher:
  - Purple writing portfolio book
  - Writing books (to be kept for the Autumn term)
  - Reading benchmarking sheets (under review)
  - Foundation stage levels
  - EYFS profile booklets
  - SATs results (KS1) (Reading, GPS and Maths test papers)
  - End of year test results Years 3 – 5 (Reading, GPS, Maths and Science test papers)
  - MFL books (applicable to certain year groups)
  - Inclusion records

### 6.3. **Pupil's attainment and progress against targets are monitored using Target Tracker, Testbase and Excel sheets on which test and assessment data is maintained by Teachers.**

- In the case of Years 1 to 6 assessment data it is the responsibility of the class Teachers to upload accurate Writing, Reading and Maths data according to the assessment cycle.
- For EYFS assessment data it is the responsibility of the class Teachers to highlight statements on Target Tracker on a regular basis and in accordance with the assessment cycle.
- In the event that any amendments are made to reported levels then there must be a clear audit trail and changes must be highlighted to the Assessment Co-ordinator and SMT.

## 7. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

- If children are on P Scales – children to be assessed using the extended P Scales (pilot scheme with Manor School and to be reviewed termly).
- All SEN children to be monitored ½ termly – progress discussed with SEN/Assessment Leader and Teacher – further interventions put in place.
- **Academically More Able children (AMA)** to be monitored bi-annually. Children achieving 'significantly above' the following levels should be subject to moderation and review by the Faculty Leaders and SMT under the School's Monitoring programme.

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Expected level working significantly above age related (dark green) at the end of summer term and considered G&T (AMA)

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
3	2b	3b	4b	5b	6b	7b

## Steps taken from Target Tracker

### 8. MONITORING & EVALUATION OF NEW ENTRANTS, EAL and New Arrivals to England

An Initial assessment will be carried out within 1 week of arrival for English speaking children or within 3 weeks for years 1-6. EYFS baseline to carried out within 6 week of entry if no baseline data is available from the previous setting. In the case of EAL children the baseline is to:

- Establish academic achievement.
- Assess English Language proficiency.
- Provide a baseline on entry for tracking progress in Writing, Reading and Maths.
- Provide information to enable teachers to plan appropriate learning opportunities for new arrivals.
- Provide information which will enable the school to determine what support will be required for the new arrival in order to enable them to access the curriculum and develop their English Language/Numeracy skills as appropriate.

#### 8.1 Methods of assessment will include:

- Informal conversational assessment and where possible some form of formal assessment covering Reading, Writing and Maths.
- Observation.
- Previous school records.
- Parent/Carer interview.
- Discussion with the children – self assessment.
- Discussion with other members of staff, agencies, schools, etc.
- Non-verbal Reasoning tests (newly arrived EAL children).
- Statements and Step Levels to be highlighted on Target Tracker.
- Currently reviewing step level equivalent to use if children are working below band 1. Liaise with Assessment and EAL Leader.

### 9.0 MONITORING OF VUNERABLE CHILDREN / Poor Attendance/Slow Movers

- All children that are **PP, SEN and LAC** or that have **poor attendance** or are **Slow Movers** to be continuously monitored ½ termly by Class Teachers, Intervention Team, SEN and Assessment leader.

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- Additional Interventions to be put in place if required.
- Regular communication with Parents and Carers.

### 10.0 ROLE OF ASSESSMENT CO-ORDINATOR

The role of Assessment Co-ordinator is to provide guidance and support to Colleagues on all matters relating to assessment, including:

- Collating data for statutory and non statutory tests.
- Co-ordinating and organising non statutory testing.
- Co-ordinating statutory testing.
- Embedding accurate assessment procedures across the school.
- Providing analysis to demonstrate percentage of pupils that are on track to make **6 steps progress per academic year** using Target Tracker
- Supporting staff with analysis and interpretation of assessment data and implementation of Assessment for Learning.
- Supervising transfer of assessment data between year groups and key stages.
- Organising Moderation Meetings – within school and across schools.
- Monitoring the link between attendance and achievement.
- Adjudicating on assessment matters.
- Keeping up to date with local and national developments on assessment.
- Monitoring assessment record keeping.
- Attending Local Authority and National Assessment Meetings/Conferences and disseminating information to colleagues.
- Reviewing external sources of data including Reporting and Analysing for Improvement through School Self-Evaluation, RAISE online, Fisher Family Trust (FFT), Perspective Lite and Brent School Assessment and Local Statistical Analysis (SALSA).
- Reviewing assessment policy and managing assessment resources.
- Target Setting with SLT.

#### 10.1 **Specific Interactions with other Staff**

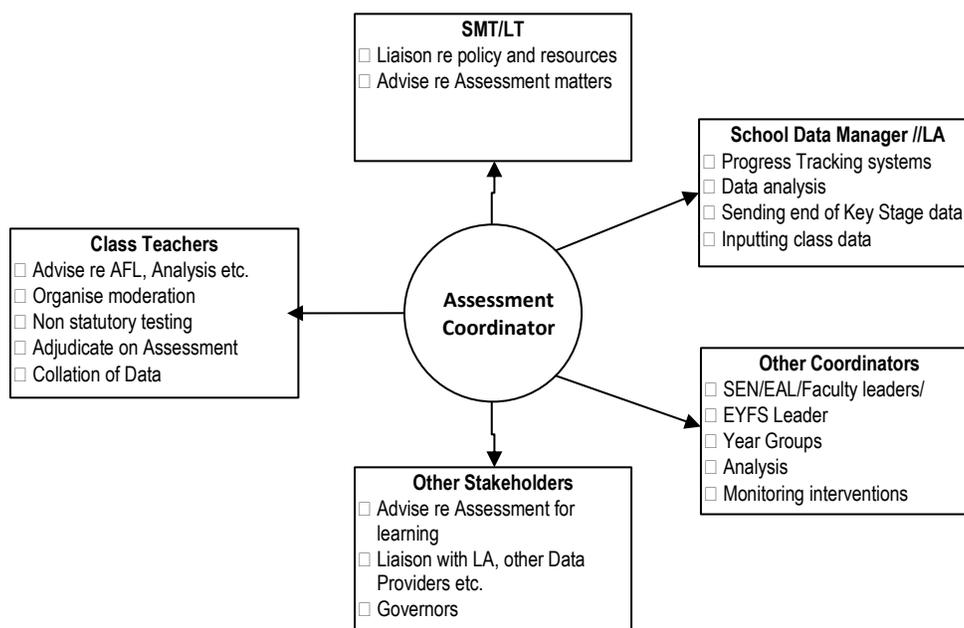
- Liaising with Executive Head teacher/ SMT regarding Assessment Policy and resources.
- Liaising with other subject leaders on Assessment Procedures.
- Organising Assessment induction meetings with NQTs and New members of staff
- Liaising with School Data Manager and LA to set up systems to track progress.

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- Establish robust EYFS baseline assessment criteria, liaising with EYFS co-ordinator.
- Cohort analysis and liaising with SMT, Leadership Team, SEN and EAL leaders and Class Teachers to identify vulnerable children and children with Special Educational Needs and monitoring of interventions.
- Advising the Executive Head teacher and SMT on assessment matters including Statutory and Local Authority requirements.

### 10.2 Overview of Assessment Co-ordinator interactions



### 11.0 TARGET SETTING

- The responsibility for Target Setting rests with the Executive Head teacher, SLT and Assessment Leader,
- Overall school Targets are set annually with the School Improvement Partner and the target setting Governor.
- Targets for individual children are established based on agreement between:  
**Teachers and the Executive Headteacher and SLT**
- Targets are reviewed each term to ascertain if the children are 'on track' to their individual targets for English and Mathematics.

### 12.0 MODERATION & CONSISTENCY

- Consistency within and across year groups and cross school moderation is achieved through:

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- Termly moderating meetings for Writing and Maths through year groups and year groups above and below.
- Cross School moderation for EYFS, Year 2 – Year 6 – through Byron Court and Brent organised sessions – where best practise is shown.
- **EYFS – Y6** Sample Workbooks/EYFS portfolios to be kept in school for all year groups by Subject Leaders: (must include a high (T), middle (m) and low (b) achieving pupil to ensure year on year consistency in levelling.

### 13.0 End of Term Suggested levels (Target Tracker)

Year	Baseline Assessment October	Autumn term December	Spring Term March/April	Summer Term	End of EYFS, Key Stage 1 and 2 expectations
<b>EYFS</b>	30-50s	40-60b	40-60w	40-60w/s	2 - 3
<b>1</b>	P8 1b	1b	1w	1s	
<b>2 (KS1)</b>	1s+	2b	2w	2s	Working at expected level
<b>3</b>	2s+	3b	3w	3s	
<b>4</b>	3s+	4b	4w	4s	
<b>5</b>	4s+	5b	5w	5s	
<b>6 (KS2)</b>	5s+	6b	6w	6s	Working at expected level

### 14.0 ASSESSMENT CYCLE/TIMELINES

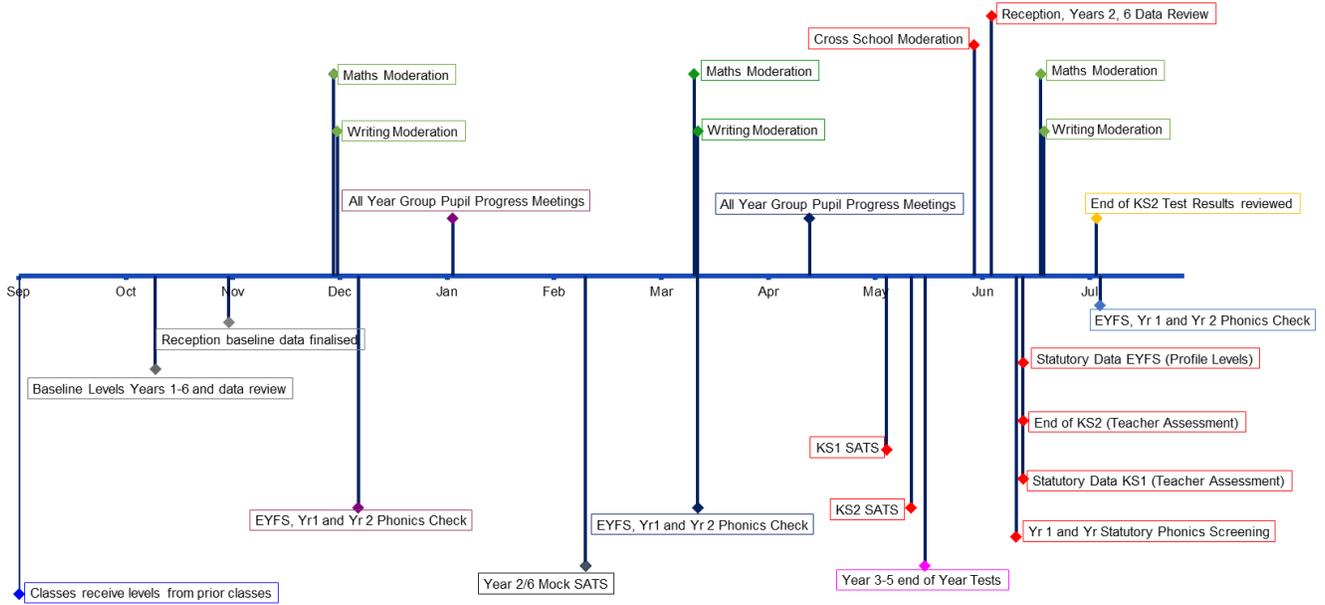
- Assessment is carried out according to an Assessment Cycle, which varies depending on term timing but the broad outline is illustrated in the timeline contained in Appendix I.

### 15.0 REVIEW

- Date of policy – September 2016
- Date of Review – June 2017 (Yearly subject to outcome of current Government Developments)

# APPENDIX I

## Byron Court Primary School Assessment Timeline



NB: New arrivals assessed within 1 week of entry or 3 weeks if EAL