Balcombe C E (C) School

Assessment Policy

Adopted by Governors:	**Sep 2022, Sept 23**
Reviewed:	Oct 23, Sep 24
Next Review:	Dec 25

At Balcombe CE Primary School we place the following statements at the heart of assessment:

- Everything that we do when making assessments of children's learning produces information which will allow us to improve pupils' achievement and to identify how well our pupils are progressing within our curriculum - AfL (Assessment for Learning) is our primary focus.

- Assessment in our school identifies gaps in children's learning that need to be addressed through either intervention or next-steps in verbal or written feedback.

- Feedback is provided to children as close to the point of the work being completed as possible. It could be verbal or written and will have the primary purpose of deepening understanding to drive progress.

- We track the progress our children are making across our curriculum using a PITA (Point In Time Assessment) judgement. This provides an 'overview' statement relating to an individual's current 'learning journey'. It is not used to generate progress data.

At Balcombe CE Primary School, assessment allows us to:

- Place the child at the centre of learning.
- Provide meaningful feedback to the child.
- Maximise learning potential through effective AfL.
- Inform learning by highlighting areas for development - enabling the child to establish clear 'next steps'.
- Effectively plan future lessons, interventions and stretching activities.
- Make accurate judgements about children's progress.
- Facilitate and improve communication between job-share teachers, teachers and TAs.

Therefore:

- **Our school** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress across our curriculum.
- **Children** understand what they need to do to improve and how to get there.
- **Teachers** are equipped to make well-founded judgments about pupils' progress, understands the concepts and principles of progression within our curriculum, and knows how to use their assessment judgments to plan effectively.
- **Parents and carers** know how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

At Balcombe CE Primary assessment records are kept as follows:

- Staff complete tracking grids electronically on Insight - these are for maths, reading and writing and take the form of a list of curriculum objectives.
- These are critical to ensure that children are making progress because they allow us to identify gaps in learning.
- If a child shows that they can do something, it is highlighted on the grid. The evidence showing that a child has met an objective could come from written work in books or through a range of other formative assessment methods, such as;
  - ❖ Use of question and answer sessions to evaluate pupil understanding.
  - ❖ Use of mini-whiteboards to get instant feedback of understanding.
  - ❖ Mini-plenaries to determine understanding at regular intervals.
  - ❖ Scanning work to instantly assess for pupil understanding.
  - ❖ Self (or peer) assessment at the end of a lesson based on individual learning objectives and Success Criteria.
  - ❖ 1:1 or group discussions with pupils.
  - ❖ Evidence from any test. We recognise that if testing has taken place, we undertake question level analysis to allow the identification of gaps which informs planning.

PITA Judgements

Towards the end of every term, staff make a PITA judgement (see Appendix 1) on the progress of each child in their class. To form this professional judgement, teachers use the tracking grids to provide them with information about the scope and depth of understanding of each child. Staff may also use the outcomes of any internal test results (e.g. NTS (National Test Style) assessments/pre-SATs testing/end-of-unit quizzes) to inform this judgement.

The PITA judgement is not a linear measure. Children are not necessarily meant to move through the PITA definitions – that is not to say that they won't move up or down BUT no progress data is attached. PITA judgements are not an accountability measure, purely a tracking procedure.

The PITA judgements identify to staff those children who we need to ask questions about. These pupils form the basis of our termly Progress Meetings.

Non-Statutory Assessment

Years 1-5 – all pupils sit NTS (National Test Style) tests in reading and PUMA (Progress in Understanding Mathematics Assessment) tests in maths towards the end of each term. Yr 6 pupils sit past SATS papers. A standardised score is recorded on Insight. Test information forms part of the evidence when PITA judgements are made.

Statutory Assessment

EYFS – a baseline assessment is carried out with all pupils within the first six weeks of starting school. In the final term the EYFS profile is completed for each child.

Year 1 – all pupils take the Phonics Screening Check. Children who do not meet the expected level are given extra support and repeat the test towards the end of Year 2.

Year 4 – all pupils take an online Multiplication test.

Year 6 – all pupils sit end of Key Stage tests in Reading, Grammar, Punctuation and Spelling (GPS) and Maths. Writing is teacher assessed.

Please see Appendix 2 for an Assessment Flow Chart which summarises our yearly assessment cycle.

Appendix 1

Insight Colour Key	Balcombe C of E Primary Age related Expectations
Working well below the expected standard	• Is unable to access the majority of the age-related National Curriculum content • Needs heavy personalised support and scaffolding • Will often undertake different tasks to the rest of the cohort
Working below the expected standard	• Is able to access age-related National Curriculum content with some personalised support and scaffolding • Has significant gaps in their learning • Struggles to embed concepts • May be undertaking different tasks to the rest of the class • Cannot apply their learning independently
Working just below the expected standard	• Is able to access age-related National Curriculum content • Has some gaps in their learning • Sometimes has difficulty embedding concepts • Is starting to apply their learning independently but has difficulty doing so
Working just at the expected standard	• Is meeting the majority of age-related National Curriculum content taught so far • May have some small gaps in their learning • Is starting to apply new skills independently but may not be consistent • May make some errors but will usually be able to improve work following feedback and support
Working securely at the expected standard	• Is meeting all the age-related National Curriculum content taught so far • Consistently applies their learning independently • May make occasional errors but is able to improve work following feedback and support

Working above the expected standard	• Is displaying an in depth understanding of the age-related National Curriculum content • Makes links in their learning to deepen their understanding • Applies new skills independently and across a range of contexts • Makes very few errors

Appendix 2

	ALL STAFF	SLT	

<table>
<tr><td rowspan="8" style="writing-mode: vertical">Ongoing formative assessment including filling in tracking grids on Insight</td></tr>
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Ongoing formative assessment including filling in tracking grids on Insight

Autumn Term 1
Baseline Formative Assessments
EYFS statutory assessment
Yr2-6 Spelling baseline (Jane Considine)
Information sharing based on initial assessments
Reviewing/Setting ILP targets (SEND)

Autumn Term 2
NTS/PUMA assessments Y1-Y6
PITA assessment and up to date tracking grids

Spring Term 1
Pupil Progress Meetings
Reviewing/Setting ILP targets (SEND)

Spring Term 2
NTS/PUMA assessments Y1-Y6
PITA assessment and up to date tracking grids

Summer Term 1
Pupil Progress Meetings
Y6 SATs
Reviewing/Setting ILP targets (SEND)

Summer Term 2
Y1 Phonics Screening Check
Y4 Multiplication Check
Y6 statutory Teacher Assessment
EYFS profile
NTS/PUMA assessments Y1 - Y5
Yr2-6 Spelling Assessment (Jane Considine)
PITA assessment and up to date tracking grids
Transition Meetings

Autumn Term
Prioritising children for interventions
Present School/National data to governors
Performance Management targets

Spring Term
Monitoring interventions
Present school data to governors
Moderation of assessment

Summer Term
Monitoring interventions
Present school data to governors
Moderation of assessment
School Improvement Planning and Target Setting