



Assessment Policy 2023-25



Approved by Governors		Date:
Last reviewed	Date: March 2024	
Next Review	Date: October 2025	



Assessment Policy 2023-25



At Broadstone Hall Primary School, we believe that an effective assessment process is necessary to facilitate high quality teaching and learning. At BHPS we carry out regular assessment activities in order to provide children with feedback on their work, identify next steps and establish their current attainment.

In several year groups, there are **statutory assessments** (detailed below) which we carry out in line with the Department for Education regulations.

We give parents regular reports on their child's progress so that everyone is able to work together to raise standards for all children.

The aims of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do
- to help our children understand what the next steps in their learning are in order to improve
- to encourage pupils to use self and peer assessment to help them decide how they need to improve
- to help teachers to set, and children to meet, achievable but challenging targets based on the national end of year expectations
- to develop a shared (pupils, staff and parents) understanding of what is expected in each year group
- to allow teachers to plan work that accurately reflects the needs of their pupils
- to provide parents with regular information that enables them to support their child's learning
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school

Statutory Assessments

In line with DfE requirements, children are assessed at the start and end of the Reception Year and Year Six. In addition, Phonics Screening Test is carried out in Year One and a Multiplication Screening is taken in Year Four. All of these end of year statutory assessments, are reported to the Local Authority, DfE and are shared with parents.

At the **start of the Reception Year**, the school is required to carry out the **Reception Baseline Assessment (RBA)**. This must take place within the first 6 weeks of a child joining Reception class. The RBA assesses a child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort-level school progress measures. This means that numerical scores for individual children are not known by either school, teachers, children and therefore parents and carers. The assessment will produce a series of statements about how the child performed on the day. There is no expected standard and children cannot pass or fail.

At the **end of the Reception Year**, all children are assessed against the **Early Years Profile**, which contains 17 statements, across 7 different areas of learning. Children's understanding, skills and attitudes are assessed against descriptions of what is expected by the end of the first statutory year in primary school. All assessments are made by observing children and making detailed records of their achievements.

In Year One children take the **Phonics Screening Check** to assess whether they have learnt key letters and sounds. The results of this check are used to demonstrate if a child has a key skill needed in order to be a successful reader. Children who have not met the required standard re-sit the test in Year Two.

In Year Four children take the **Multiplication Screening Test** to assess if key multiplication facts have been learnt and can quickly be recalled. The results of this check are used to demonstrate if a child has a key skill needed in order to be a successful mathematician.

At the end of Key Stage Two (Year 6) children are assessed in reading, writing, maths and spelling and grammar. Children take tests in reading, spelling, grammar and maths and the results of these tests, along with evidence of independent writing, determine a child's attainment in relation to the Key Stage Two Program of Study. These are known as SATs (Standard Assessment Tests).

Parents are invited to meetings throughout the year which explain the statutory assessments in school and they are informed of the results of these assessments in their child's annual written report.

All the above assessments are carried out with strict adherence to DfE protocol and are subject to moderation and monitoring processes. These processes are carried out by the Local Authority.

On-Going Assessment of Reading, Writing and Maths (non-statutory assessments)

The school uses the EDSM (Emerging, Developing, Secure, Mastered) System and our Core Skills Document to record and analyse all assessment data in reading, writing and maths from Y1 to Y6. This gives the school the capacity to analyse data and track the progress of pupils at points in the year. This data is shared with staff and governors each term to monitor progress of class and year groups.

BHPS Core Skills for Reading, Writing and Maths are a combination of Key Performance Indicators (KPIs), statutory End of Key Stage descriptors and vital aspects a child must have in order to be secure in a subject eg a specific book banding colour for reading, phonics tracker, maths tests assessment scores. Assessments used are listed in **Appendix 1**.

As children are taught, assessment information is gathered through marking, questioning and small-scale assessments. Some Core Skills may be revisited throughout the year, but the judgement reached is whether the child is E, D, S or M at that moment in time, for that aspect.



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At termly intervals, and at the start of the academic year, an overall judgement of E, D, S or M for Reading, Writing and Maths is reached in relation to the curriculum that has been taught so far. This is formally reported during Pupil Progress Meetings, with the Headteacher, Deputy Headteacher, SENDCo and other Senior Leaders.

Pupil Progress Meetings and The Raising Attainment Plan: (see Appendix 2)

In preparation for Pupil Progress Meetings teachers collate all the information they have on a child's attainment and make a judgement of E, D, S or M for reading, writing and maths against the Core Skills.

These judgements are recorded centrally using the SIMS system and are accessible to relevant staff within school, eg Phase Leaders, SENCo, English and Maths Leaders.

At Pupil Progress Meetings teachers are asked to explain and discuss their judgements, whether a child is; on track to meet or exceed year group expectations (Secure or Mastered), whether they have the potential to meet year group expectations (Developing or Emerging) or whether they are working within a lower year group's expectations. If a child is not currently meeting their potential, then a plan of support is put in place. The support could include interventions, additional focus in class, homework support or challenge to reach greater depth and will be agreed as part of the meeting. The effectiveness of this action plan is then reviewed at the following Pupil Progress Meeting.

When a child is working within a lower year group's expectations then additional support, SENDCo and outside agency involvement will be reviewed and implemented as appropriate. When a child's attainment and progress is affected by attendance, home issues or other concerns, appropriate action will be taken by the Family Liaison Worker or Designated Safeguarding Lead. Those children working significantly below their year group expectations will have an individual support plan, and this will indicate what support or intervention they may receive to help them meet their potential. This process enables pupils to move further towards securing end of year expectations, or where this is not possible, enables further progress to be made, so narrowing the gap between their own and the class end of year expectations. All classes will have three Pupil Progress Meetings. Some classes may have more meetings, in order to focus actions on making the best possible progress for all pupils.

Assessment in the Early Years Foundation Stage

Assessment in the Early Years focuses on the seven areas of learning set out in the Early Learning Goals from the statutory framework published in 2022 by the Department for Education. In addition to the RBA, outlined above, pupils in Reception and Nursery are assessed on entry to school using teacher observations which contribute to an individual child's record. The result of observations is recorded during Phase Meetings and discussed with other EYFS staff in order to plan for each child to progress, based on next steps in their learning and their interests.

The school has written Core Skills for Reception which informs the judgement of whether a child has attained the Early Learning Goals in reading, writing, maths. This information is used on transition to Year 1. As in all other year groups, Nursery and Reception follow the process above for Pupil Progress Meetings.

Planning for Assessment

At BHPs, we use our school's curriculum plan to guide our teaching. In this plan we set out details of what is to be taught to each year group and identify opportunities for assessment within each broad unit of work. We plan our lessons with clear learning objectives and success criteria which are based on the end of year expectations.

We use the statutory requirements from each subject of the 2014 National Curriculum to inform our teaching. Learning objectives and success criteria are shared with the pupils so that the teachers can make judgements on the children's progress over a lesson and the children can develop their understanding and attainment by accessing a higher level of challenge. We gather evidence of pupils' learning, from their work and their self-assessment, and use it to plan for successive lessons linked to the end of year expectations.

Moderation - Consistency and Quality:

Phase and subject leaders use their experience and collect evidence from pupils' work and comments to make judgements about the standards of the children's work across parallel classes and throughout the school.

Staff meeting time, phase meetings and PPA time is used to moderate the work of pupils across parallel classes and between year groups to ensure consistency and progression in standards of attainment and the accuracy of assessment judgements throughout the school.

Moderation exercises with other schools, ensure consistency and accuracy of judgements for core subjects. Assessments are also moderated by external moderators to ensure our judgments are accurate in line with local authority and national schools, as part of the local authority's moderation cycle.

Types of Assessment

Different methods are used to assess a child's learning. The type or method of assessment that we make varies from subject to subject and includes listening, observing, discussing, questioning, marking, checking, formative and summative assessments.

Foundation Subjects, Science and Computing Assessment

Foundation Subjects, Science and Computing are assessed in a variety of ways, including through creative projects, quick quizzes, cooperative learning activities, (explaining what you have learnt), drama strategies, problem solving lessons. Children will build their skills, knowledge and understanding through a unit of work and have the chance to demonstrate them at the end of a unit in different ways, as outlined above.



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Feedback to Pupils: (see Marking and Feedback Policy)

Assessment for Learning is the process of seeking and interpreting evidence for use by pupils and their teachers to decide what stage they have reached in their learning, what they need to do next and how best to do that. We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

We give verbal feedback to children on their work whenever possible and we usually do this when children are working during the lesson. Research shows that verbal feedback and guidance at the point of learning is the most effective type of feedback for improvement.

Written feedback is given to children of all ages, but quite often, with younger children, these comments are not always aimed at the child, but for parents and teachers. Written feedback is related to the learning objective and success criteria for a lesson. This is done to make it clear whether the lesson's objective has been met. If the objective has not been met, staff make it clear why this is the case and identify what the child needs to do next in order to improve future work.

Children are encouraged to make comments about their own work, about the feedback that they have been given. Time is given for pupils to reflect on any comments written on their work and to respond to feedback. We do this to ensure that the time teachers have spent marking really has an impact on the children's work.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact school if they have any concerns about any aspects of their child's work.

Twice a year we offer parents the opportunity to meet their child's teacher to discuss their progress towards end of year expectations. At the first meeting we review the targets and expected achievements that we have identified for their child. During the spring term, parents and children are given opportunities to review work and progress towards these targets. In the summer term parents receive a written report on their child's progress through the year, with additional targets for future learning. Teachers write comments for all subjects; commenting on effort, achievement and coverage across the curriculum.

In reports for pupils in Reception and Years 1, 4 and 6 details of the marks, scores and grades achieved in the national tests, teacher assessments and phonics tests, as appropriate, are included, in line with statutory requirements.

Children with an EHC Plan or working significantly below their year group's expectations, may have a report based upon their individualised Learning Journey, in order to indicate more clearly the steps they have made towards their individual learning targets.

Monitoring and Review

The Headteacher and Assessment Leader are responsible for monitoring the implementation of this policy.



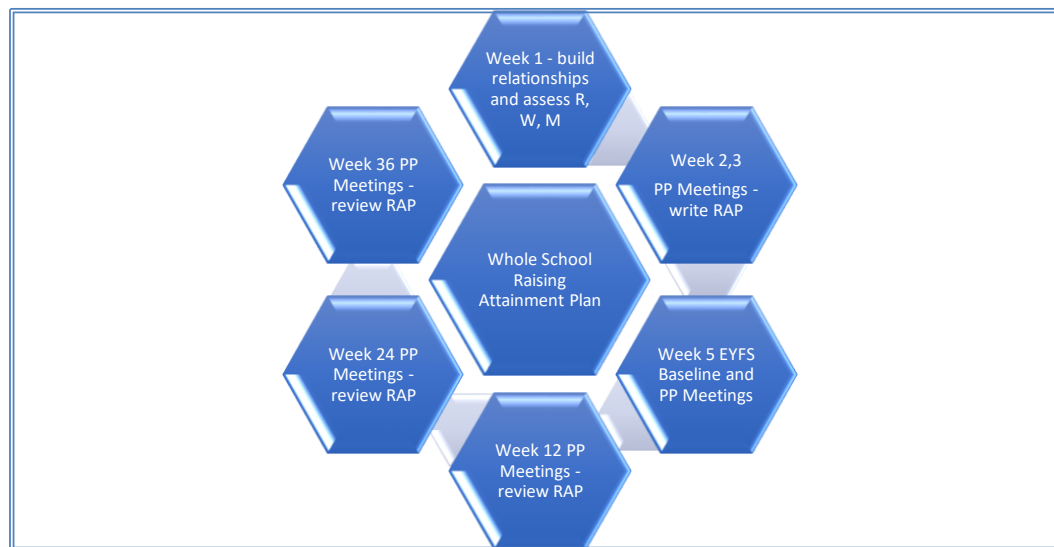
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Appendix 1 - Assessment across school

Statutory Assessments	Termly - all year groups	Before and after units of work	Weekly
Reception EYFS Baseline EYFS Profile	Reading Benchmarked reading as needed on server - book band Rising Star reading comprehension x2 KS1 Phonics assessment on server	Reading Monster Phonics Assessments	Reading Early readers - Individual reading - reading diary Experienced readers - Reading Gems - feedback in lessons
Y1 Phonics Screening Check	Writing Moderated independent writing	Writing Verbal and written feedback for writing	Writing Verbal and written feedback for writing Spelling tests and dictation
Y4 Multiplication Screening	Maths White Rose Termly Assessment Papers	Maths White Rose Assessments - maths Quiz, quick recall, vocabulary checks	Maths Arithmetic tests Number fact tests e.g. number bonds, times tables
Y6 KS2 SATS Maths, Reading, Writing, SPAG			

Appendix 2 - Pupil Progress Meetings and the Raising Attainment Plan



Week 1: Teachers spend majority of time building relationships with children and carrying out small scale assessments.

- Focus on developing children from 5 column grids
- Reading - 1:1, benchmarking, reading comprehension if needed
- Independent writing, spellings
- Maths - place value and addition and subtraction - White Rose assessment and activities

Week 2, 3: Pupil Progress Meetings to discuss assessment information - if needed

- Write RAP (R, W, M and attendance / punctuality actions)
- Identify whole class concerns - eg punctuation, inverse relationships
- Identify support needed from subject leader eg advice re Guided Reading
- Identify children for additional teacher focus and how this will happen
- Identify children for possible intervention, additional teaching

Week 5: EYFS Baseline

- PP Meetings to discuss Baseline information in Nursey and Reception
- Identify whole class concerns - eg speaking and listening
- Identify support needed from subject leaders and SENDCo (early intervention)
- Identify children for additional teacher focus and how this will happen
- Identify children for possible intervention, additional teaching / experiences

Weeks 12, 24, 36: PP Meetings

- Review and update RAP
- Inform SENDCo actions and referrals to outside agencies
- Inform FLW actions for absence and punctuality



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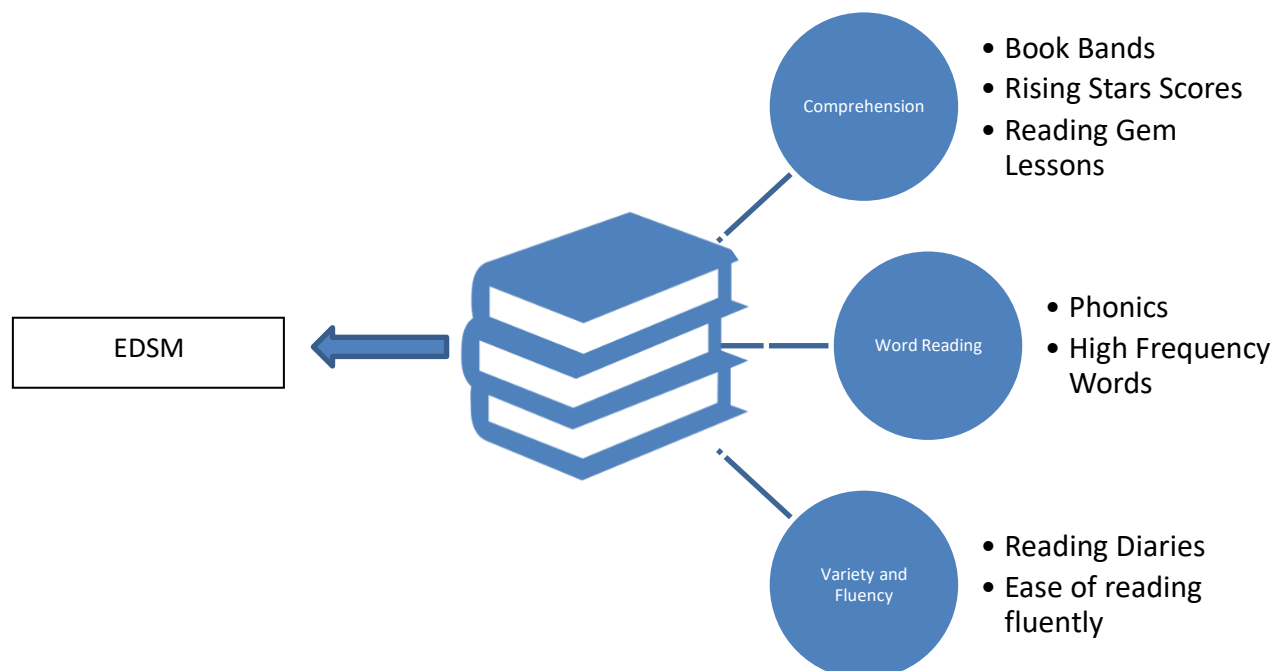
EXAMPLE RAISING ATTAINMENT PLAN

Raising Attainment in Year 3 Key Cohort Information: B/G, PP, SEND		Reading - 56% Writing - 59% Maths - 52%	
Cohort Focus:			
	Focus Curriculum Areas	Actions for whole cohort: (class teachers)	Actions by Subject Leader, Phase Leader, SLT
Reading	<ul style="list-style-type: none"> Reading Gem Focus - eg define - vocab building, synonyms and antonyms 	Additional weekly GR for focus children, vocab building working wall	GR modelled by Reading Lead
Writing	<ul style="list-style-type: none"> h/w - letter formation of spelling for HFW Y2 list - 	Spelling - review of Y2 HFW - additional homework / parents evening	
Maths	<ul style="list-style-type: none"> representing 3-digit numbers with concrete apparatus representing 3-digit numbers on a number line 	Concrete apparatus modelled explicitly with focus children	

Raising Attainment in Year 3 example class Key Class Information: B/G, PP, SEND		Reading - 66% Writing - 49% Maths - 52%	
Class Focus:			
	Focus Curriculum Areas / Characteristics of Focus	Actions for whole cohort: (class teachers)	Actions by Subject Leader, Phase Leader, SLT
Reading	<ul style="list-style-type: none"> Reading - Boys = 5/7 focus group 	Additional weekly GR - boy friendly text	Guided Reading R modelled by Reading Lead. Advice re text Intervention – Assessment Lead Reading Intervention -
Writing	<ul style="list-style-type: none"> Editing process, red pen Y2 punctuation expectations - capitals, full stops, spaces 		Writing Intervention - advice from Writing Lead - re self / per editing
Maths	<ul style="list-style-type: none"> Using place value counters to represent 3-digit numbers 	Pre-teach - TA	Advice from Maths Lead

Appendix 3 - Reading Assessment

Teachers have several different assessment tools to assess reading. They range from formal comprehension tests, to individual reading records and for early readers, phonics and word reading assessment are used. All the evidence is combined to inform a judgement of Emerging, Developing, Secure or Mastering within the relevant Year Group





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Book Band Level	Phonics Phase	PM level	Sept 2023	December 2023 Autumn	Mar 2024 Spring	July 2024 Summer
DIAMOND	Meet Year 6					
SAPPHIRE		30				
	Meet Year 5	29				
RUBY high	Meet Year 4	28				
	Meet Year 3	27				
LIME		26				
	6	25				
WHITE	Meet Year 2	24				
	6	23				
GOLD		22				
	5/6	21				
PURPLE		20				
	5	19				
TURQUOISE	Meet Year 1	18				
	5	17				
ORANSE		16				
	4/5	15				
GREEN		14				
	5	13				
		12				
BLUE	Meet Rec	11				
	3/4	10				
		9				
YELLOW		8				
	3	7				
		6				
RED		5				
	2/3	4				
		3				
PINK		2				
	2	1				
PRE-BAND 1 (Level 1 - hard)						



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Appendix 4 - Writing Assessment

Teachers use the BHPS Core Skills below to assess the proficiency of independent writing.

	Rec	Y1	Y2	Y3
Children to write for different purposes across a range of subjects.				
SPELLING	<p>Spell words by identifying the sounds and writing the sound with letter/s.</p> <p>To be able to spell most VC/CVC words and term 1 words correctly from the Monster Phonics high frequency word list.</p> <p>Using sound/word mats independently to support</p>	<p>Spell most of the 100 High Frequency words from the Monster Phonics list</p> <p>Spell words with suffixes with no change to the root word eg:</p> <ul style="list-style-type: none"> -ing (playing) -ed <p>Plural suffixes: s and es</p> <p>Use word mat for HFW independently.</p>	<p>To be able to spell most of the Year 1 and 2 common exception words.</p> <p>Spell words with suffixes such as</p> <ul style="list-style-type: none"> ing ed <p>where the root word made change – eg – hopping</p> <p>Plural suffixes: ies</p> <p>Use word mats for HFW independently. (Next 200 words)</p> <p>To begin to show awareness of contractions.</p>	<p>Spell all words from year 1/2 exception words and some of the year 3/4 words / HFW mat</p> <p>Learn how to use an age-appropriate dictionary</p> <p>Spelling of contractions is mostly accurate</p>
HANDWRITING <i>Once everything is secure at each stage then move on.</i>	<p>Hold pencil effectively using the tripod grip in almost all cases (PD)</p> <p>Correct formation of vast majority of</p> <ul style="list-style-type: none"> lower case letters digits 	<p>Correct formation of</p> <ul style="list-style-type: none"> lower case and capital letters starting and finishing points 	<p>Form all capital letters and digits accurately of the correct size, orientation and relationship to each other.</p> <p>Spacing between words should reflect the size of the letters.</p>	<p>Begin to join letters to improve legibility by using diagonal and horizontal joins.</p>
VOCABULARY & GRAMMAR	<p>Write phonetically plausible simple phrases and sentences which can be read by themselves & others and make sense. Eg I see the kat.</p> <p>Write own name correctly with capital letter.</p>	<p>Use spacing between words consistently.</p> <p>Use 'and' and 'because' to join ideas.</p> <p>Use standard forms of verbs, e.g. go/went.</p>	<p>Write using co-ordination (or/ and/ but/ so) and subordination (that, because) to join clauses.</p> <p>Mostly correct & consistent use of present tense & past tense.</p>	<p>Link clauses in sentences using a wider range of subordinating & coordinating conjunctions eg (although, when, if, while, until).</p> <p>Correct & consistent use of present tense & past tense.</p> <p>Extend the detail in sentences using adverbs and prepositions.</p>
PUNCTUATION	<p>Show awareness of full stops.</p> <p>Can use finger spaces mostly consistently in a simple sentence.</p>	<p>Capital letters for names & personal pronoun 'I'.</p> <p>Use capital letters and full stops to demarcate sentences (capital letter at start).</p>	<p>Use of capital letters, full stops and question marks.</p> <p>Correct & consistent use of:</p> <ul style="list-style-type: none"> Capital letters. Full stops. Question marks. 	<p>To be secure in capital letters, full stops, exclamation and question marks.</p> <p>To use commas in a list.</p> <p>Begin to use inverted commas to mark speech in narrative.</p>
COMPOSING EDITING & IMPROVING	<p>Express their ideas orally using full sentences, including use of past, present and future (S)</p>	<p>Orally rehearse and re- read for sense when writing.</p> <p>Begin to use the 5 finger rule to improve own work.</p>	<p>Orally rehearse and re- read for sense when writing.</p> <p>To begin to make simple additions, revisions and proof-reading corrections to their own writing using red pen based on above.</p>	<p>Read aloud what they have written, checking for sense and accurate use of tense.</p> <p>Red pen editing.</p> <p>Proofreading for punctuation errors.</p> <p>Proofreading for spelling-HFW mat & Year 3 4 statutory word mat & begin to use a dictionary (children need a sufficient knowledge of spelling to use a dictionary).</p>
COMPOSING PARAGRAPHING		<p>Sequencing sentences to form short narratives.</p>	<p>Write under headings [as introduction to paragraphs] in non-chronological reports.</p>	<p>Begin to write under headings & sub-headings – non-narrative.</p>
COMPOSING NARRATIVE				<p>Begin to group ideas into paragraphs.</p>

	Y4	Y5	Y6 – In conjunction with the Assessment Framework
Children to write for different purposes across a range of subjects.			
SPELLING	<p>Spell most words from the Year 3/4 statutory word list.</p> <p>To use a dictionary to check the spelling of uncommon/more ambitious words.</p>	<p>Consolidate spellings from year 3/4 and spell some words from the Year 5 statutory word list.</p> <p>To use a dictionary to check the spelling of uncommon/more ambitious words.</p>	<p>Spell most words from the Year 5/ 6 statutory word list.</p> <p>To use a dictionary to check the spelling of uncommon/more ambitious words.</p>
HANDWRITING <i>Once everything is secure at each stage then move on.</i>	<p>Writing is legible and joined.</p>	<p>Increase the legibility, consistency and quality of their writing, including when joining.</p>	<p>Maintain legibility in joined handwriting when writing at speed.</p>
VOCABULARY & GRAMMAR	<p>Use different openers eg fronted adverbials</p> <p>Link clauses in sentences using a wider range of subordinating & coordinating conjunctions eg (since, after)</p> <p>Use a range of methods to expand noun phrases.</p>	<p>Use verb tenses accurately throughout their writing.</p> <p>Begin to use a wider range of sentence openers</p> <p>Link clauses in sentences using a range of subordinating & coordinating conjunctions including relative clause.</p>	<p>Use verb tenses accurately throughout their writing.</p> <p>In narrative describe characters, settings and atmosphere.</p> <p>Evidence of sentence structure and layout matched to requirements of text type.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Be able to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p>
PUNCTUATION	<p>Comma used accurately, after fronted adverbial (e.g. Later that day, I heard bad news.).</p> <p>Use commas with increasing accuracy</p> <p>Use speech punctuation accurately.</p>	<p>Commas to separate clauses and use a range of previously taught punctuation accurately including speech punctuation</p>	<p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p>
COMPOSING EDITING & IMPROVING	<p>Orally rehearse and re-read for sense when writing.</p> <p>Self and peer assessment e.g. sage and scribe</p> <p>Setting own targets for improvement</p> <p>Edit and improve for spelling and grammar using red pen.</p> <p>Proofreading for spelling - HFW, Year 3/4 statutory word list & use a dictionary</p>	<p>Orally rehearse and re-read for sense when writing.</p> <p>Self and peer assessment eg sage and scribe</p> <p>Setting own targets for improvement</p> <p>Edit and improve for spelling and grammar using red pen.</p> <p>Proofreading for spelling - Y3/4 statutory words and Year 5 statutory word mat & begin to use a dictionary</p>	<p>Orally rehearse and re-read for sense when writing.</p> <p>Children set their own targets and develop their own success criteria.</p> <p>Proofreading for spelling-as Y5 and Year 6 statutory word mat & use a dictionary</p>
COMPOSING PARAGRAPHING	<p>Write under headings and sub-headings in non-narrative writing.</p> <p>Use a range of nouns, pronouns and verbs to develop cohesion</p>	<p>Consistently organise into paragraphs.</p> <p>Link ideas across paragraphs using cohesive devices eg adverbials of time, place and number.</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use paragraphs to signal change in time, scene, action, mood or person.</p>
COMPOSING NARRATIVE	<p>Organise writing into paragraphs</p>	<p>Describe, setting, character, atmosphere, integrating dialogue</p>	<p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Write effectively for a range of purposes.</p>



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Appendix 5 - Maths Assessment

Teachers use day to day questioning and feedback in maths lessons, combined with low-stakes quizzes and tests to assess children's understanding, skills and knowledge in maths. Tests are carried out before and after units of work and every term in a more formal manner. Fluency of key number facts is also assessed throughout the year.

