



## **Boulevard Primary Partnership - Assessment of Learning Policy**

### **1 Introduction**

This Assessment of Learning Policy explains the BPP strategies of Summative Assessment.

Our Assessment of Learning policy supports Assessment for Learning at all times.

BPP rationale is that assessment is always used to inform teachers to help the learning and progress of individual children.

### **2 Assessment**

#### **2.1 End of Key Stage Assessments/National Tests:**

The purpose of these assessments is to:

- Provide nationally comparative data
- Inform parent /carers of nationally comparative data
- Support transition
- Enable the school to analyse the overall performance and achievement of the school

#### **2.2 Termly assessments:**

The purpose of these assessments is to:

- Provide evidence to support teachers to make accurate judgements about children's attainment and progress
- Enable teachers to assess whether children are on track to be at age-related expectations by the end of the year, working towards the expected standard, working below the expected standard, or working at greater depth

#### **2.3 Daily/weekly assessments:**

The purpose of these assessment is to:

- Provide supporting evidence that teachers will use at the end of each term to make accurate teacher assessments

- Provide teachers with immediate information about what the children have or have not embedded, to inform planning
- Enable teachers to give explicit advice which will help learners deepen their understanding, thinking and learning- this is central to BPP classroom practice

## Assessment of Learning in Practice

### 3.1 Assessment of learning in Early Years

In nursery and reception we follow the Early Years Foundation Stage and assess children on 7 areas of learning.

- Personal, social and emotional development – prime area
- Communication, language and literacy – prime area
- Physical development – prime area
- Literacy - specific area
- Mathematics – specific area
- Understanding the world – specific area
- Expressive arts and design – specific area

On entry, practitioners use their professional judgements to ‘baseline’ children as to whether development is at, above or below age expectation, taking their chronological age into account.

Expected standards for the Foundation Stage are using the following age bands:

Nursery	
30 - 50 months	At age related expectation
22 – 36 months	Below age expectation
16 – 26 months, 8 – 20 months, 0 – 11 months	Significantly below expectation

Reception	
Early Learning Goal +	Exceeding
Early Learning Goal	Expected
40 - 60 months	Emerging
30 – 50 months	Below age expectation
22 – 36 months, 16 – 26 months, 8 – 20 months, 0 – 11 months	Significantly below expectation

Throughout EYFS, children’s development and progress is monitored through the provision of experience and play. Examples of children’s learning and progress is recorded by staff observing and assessing children using the Tapestry Electronic Learning Journey programme, which then informs the end of year profile judgement. Evidence includes:

- Photograph evidence (including from home)
- Video evidence
- Observations
- Examples of children’s learning
- Examples of children’s child initiated learning
- Observations from home

Summative assessments against the age bands are made termly in preparation for recording on the BPP Data Tracking Grids and subsequent Pupil Progress Meetings. End of year judgements are moderated with the receiving teacher to ensure consistency.

At the end of the reception year children are assessed against the EYFS Profile Early Learning Goals. They will be given a judgement of 'Emerging' (if they are still working within one of the age bands above) 'Expected' (if they have achieved the Early Learning Goal) and 'Exceeding' (if they are working above the Early Learning Goal). These judgements are moderated in line with statutory requirements to ensure consistency. If children receive an Exceeding judgement the teacher will use the exemplification materials provided by the government to ensure the judgement is valid. The DfE then defines children as having achieved a 'Good Level of Development' (GLD) if they achieve at least the expected level in the three prime areas of learning (communication and language; physical development; and personal, social and emotional development), and in the specific areas of mathematics and literacy.

Parents are kept informed of children's progress throughout the year through Termly Learning Conferences (TLCs) and an annual report at the end of the summer term which comments on the areas of learning and the Characteristics of Effective Learning. Parents are actively encouraged to add observations using Tapestry

### 3.2 Boulevard Primary Partnership Assessment Frameworks

- Each year group (Year 1 to 6 inclusive) has an Assessment Framework for Reading, Writing and Maths
- Each Assessment Framework outlines what is expected of children by the end of the year in the subject. For Year 2 and Year 6, this framework is dictated by the STA End of Key Stage Assessment Frameworks and other year groups' frameworks are based on a combination of statements from the end of KS frameworks, NAHT Key Performance Indicators and the Rising Stars Progression Frameworks
- Teachers will be expected to make judgements about the children's Attainment and Progress each term. Attainment will be measured by recording whether the child is **on track to reach** (December and March) or **have reached** (July) the following standards: Below the Working Towards standard for the year group (BLW), Working Towards the Expected Standard (WTS), At the Expected Standard (EXS), or Working at Greater Depth (GDS). Progress will be measured by recording a ✓ (tick) if they have made expected progress (going from the same standard from one term to the next), or a + (plus) if they have made accelerated progress and – (minus) if they have made less than expected progress. Attainment and Progress standards will be recorded on the termly DTG (Data Tracking Grid) in December, March and July.
- Termly judgements will use a range of evidence to inform teacher assessments and moderation of children's work will be crucial to making accurate assessments within year groups. Evidence for Reading will include book band levels (with questions from these texts), reading comprehension tasks, reading records, reading conferences and phonics assessments. Evidence for Writing will include Exciting Writing evidence and other independent writing evidence from Topic and English books. Maths evidence

will include maths assessments, Fast Maths, arithmetic assessments and Prove-It tasks

- Teachers will have one Assessment Framework per child, per subject (Reading, Writing and Maths) in a class folder to highlight across the year. The expectation is that the vast majority of a column would be completed for a child to be judged within a particular standard. Teachers do not need evidence for every single statement, although it needs to be clear that the child is secure in a particular standard from their evidence
- Teachers will use the **Programmes of Study** to teach all subjects, the Assessment Frameworks are not designed to be taught from. The Assessment Framework gives a framework for making a judgement about what the child has embedded over the year
- Pupil Progress Meeting notes should inform how many children are on track to reach BLW, WTS, EXS and GDS each term for Attainment and how many children are on track to make the different levels of Progress. Comments should then be recorded for pupils who are a concern for not reaching an appropriate Attainment or Progress standard and what is going to be done next term to address these areas. A Pupil Progress form will be made available

## Key Stage 1

At the start of Key Stage 1, a transition meeting takes place with the Reception teacher to ensure consistency of judgements and a smooth transition between the Early Learning Goals and the National Curriculum.

In the Foundation subjects, assessments are made on a termly basis by the class teacher.

In **Science**, A mind map is carried out at beginning to assess knowledge and then repeated at end to show learning in the topic. At the end of each programme of study teacher should be assessing children knowledge against the statements - below, meeting and exceeding. At the end of year 2, the cumulative evidence is used for the end of KS1 teacher assessment against the 2018 to 2019 Assessment Framework.

In **Reading**, formative assessment is used in Phonics and ability groupings are flexible, according to ability. On completion of each phase, children are assessed to ensure they are secure. Phonics screening is completed as required by the DfE in the summer term for year 1 children and those children in year 2 requiring re-screening. Formative assessment is used in Reading through Guided Reading sessions (including written comprehension responses) and outcomes are recorded termly on DTGS. Reading conferences are used as evidence of children being ready to move up a book band when needed to confirm a judgement. End of year 1 age related expectation for book bands is Orange/Turquoise, and White in year 2. In the summer term of year 2, children complete the statutory KS1 Reading tests which is used as part of the end of KS1 teacher assessment against the KS1 Assessment Framework.

In **Writing**, independent writing (from Exciting Writing books and other independent writing is used to further identify next steps and to show ongoing evidence of progress. Outcomes are recorded termly on DTGs. In the summer term of year 2, children

complete the non-statutory KS1 Spelling, Punctuation and Grammar tests which are used as part of the end of KS1 teacher assessment against the KS1 Assessment Framework.

In **Maths**, formative assessment is used and outcomes are recorded termly on DTGs. In year 2, evidence of applied learning is gathered through independent 'Prove It' books. In the summer term of year 2, children complete the statutory KS1 Maths tests which are used as part of the end of KS1 teacher assessment against the KS1 Assessment Framework.

Parents are kept informed of children's progress throughout the Key Stage through Termly Learning Conferences (TLCs) and an annual report at the end of the summer term. End of Key Stage data is communicated to parents at the end of year 2.

### 3.2.1 End of KS1 SATs

The statutory KS1 Assessment framework is used to make teacher assessment judgements at the end of the Key Stage following the completion of the Key Stage 1 curriculum for Reading, Writing, Maths and Science. Evidence is gathered from across the curriculum, including the KS1 English and Maths tests. Judgements are moderated throughout the year within school and with other schools in the Stantonbury liaison group in line with DfE statutory requirements to ensure consistency, and before submitting final data to the LA.

### 3.3 Key stage 2

At the end of Key Stage 1, transition meetings are held between KS1 and KS2 teachers to ensure consistency of judgements.

In the **Foundation subjects**, assessments are made on a termly basis by the class teacher.

In **Science**, A mind map is carried out at beginning to assess knowledge and then repeated at end to show learning in the topic. At the end of each programme of study teacher should be assessing children knowledge against the statements - below, meeting and exceeding. At the end of year 6, the cumulative evidence is used for the end of KS2 teacher assessment against the 2018 to 2019 Assessment Framework.

In **Reading**, formative assessment is used in Phonics, as required. On completion of each phase, children are assessed to ensure they are secure. Formative assessment is used in Reading through Guided Reading sessions (including regular written comprehension responses) and outcomes are recorded termly on DTGs. Reading conferences are used as evidence of children being ready to move up a book band when needed to confirm a judgement. In the summer term of year 6, children complete the statutory KS2 Reading test.

In **Writing**, independent writing (from Exciting Writing books and other independent writing) is used to further identify next steps and to show ongoing evidence of progress. Outcomes are recorded termly on DTGs. All children have a weekly spelling test. Practise SATs SPaG tests are taken in year 6 at the end of the Autumn and Spring terms. Writing moderation takes place within each year group, with other year groups, schools and with Subject leader.

In the Summer Term of year 6, children complete the statutory KS2 Spelling, Punctuation and Grammar tests.

In **Maths**, formative assessment is used and outcomes are recorded termly on the DTGs. In all years, evidence of applied learning is gathered through independent Test-base questioning, Prove-it tasks, Fast Learning and termly assessments (including White Rose Hub Maths termly assessments). In the summer term of year 6, children complete the statutory KS2 Maths tests.

All children have a weekly times table test. Practise SATs Maths tests are taken in year 6 at the end of the each half term in autumn and spring terms.

Parents are kept informed of children's progress throughout the Key Stage through Termly Learning Conferences (TLCs) and an annual report at the end of the summer term. End of Key Stage data is communicated to parents at the end of year 6.