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BROOKVALE PRIMARY SCHOOL

Brookvale Primary School **Assessment Policy 2016/17**

Rationale

Assessment is integral to teaching and learning at Brookvale. It provides the corner stone for teaching and learning and is used to ensure our children make the best progress and achieve the best outcomes.

Formative assessment

Formative assessment is a key element of the teaching and learning at Brookvale. Teachers use a wide variety of methods to assess the children on a day to day and week to week basis. This information of where the children are at any one point is then used to identify gaps which in turn informs planning and teaching. In this way we endeavor to ensure teaching is well matched to the needs of the children and leading to maximum progress. Teachers use a combination of the following formative assessment techniques

- **Questioning**- teachers challenge understanding and deepen learning through the use of questions. Questions can be used skillfully to assess current understanding. We use questions that involve all children through the use of turn to your partner.
- **Learning objectives and success criteria**- teachers use learning objectives and success criteria to provide the framework for success. Children are judged or judge themselves against these. This is an important part of the assessment at Brookvale as we recognise the need for children to fully understand where they are now in their learning and what they need to do next to improve.
- **Self and Peer Evaluation**- The children use success criteria to judge their own and others work. They will highlight aspects of work using the success criteria to identify strengths and areas of development. The use of peer evaluation is developed rapidly in key stage 2. In key stage 1 the focus is more on the use of effective self-evaluation so children can confident judge their own work.
- **Feedback**- all of the above are part of our effective feedback policy which is available in addition to this policy. Teachers use written and verbal feedback to the children to support the learning process. Feedback is given to children so that they have a good understanding of their own learning and can use this to move their own learning forward.



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Summative Assessment

At Brookvale we use summative tests as part of wider teacher assessments to help inform us of where the children are in their learning. The summative assessments are then used formatively to move learning forward. We have PUMA and PIRA tests to take a snap shot of current understanding in math's and reading. The results of these tests are used to inform and enhance teacher judgements based on a wide range of information gathered over time. PUMA and PIRA tests are taken by the children at the start and end of every term. In this way we can identify a baseline to provide a snapshot of current understanding at the start of term and then compare end of term scores to it. This enables us to identify progress made by the children and helps us form a judgement about current attainment.

We also use NFER tests at the end of years 3, 4 and 5 as well as the end of Key Stage national tests. Teachers will also, if they feel it appropriate, provide the children with low stakes short tests and tasks as part of the ongoing judgement of current attainment.

Pupil Tracking

We use SPTO as our tracking tool in school. This was introduced following the Ofsted Inspection in 2016. Teachers use this to make judgements about attainment at the end of each term. Teachers regularly update SPTO for the core subjects to show the current levels of understanding. At the end of each term reports are created to analyse this data. We analyse by cohort and pupil group to ensure we have a detailed and robust knowledge of pupil progress and attainment. Our system identifies that pupils should be making 3 points progress a year to be classed as making expected progress. If the children make more we are identifying this as better than expected progress. Our analysis will identify the % of children making expected and better than expected progress for all children including vulnerable groups.

In EYFS we expect children to make 11 months' progress across the year to be making expected progress. Children making more than 12 months' progress are making better than expected progress.