



Bromley Heath Infant School

Assessment Policy

Author/Person Responsible	Abigail Perry-Hodge
Date of Ratification	October 2024
Review Group	Curriculum Committee
Ratification Group	As above
Review Frequency	Every two years
Review Date	October 2026
Related Policies	Marking and feedback Early Years Foundation Stage SEND Inclusion
Chair of Curriculum Committee Signature Signed <u>Sarah Cook</u>	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Assessment Policy	DATE:	October 2024
EIA CARRIED OUT BY:	K Harris	EIA APPROVED BY:	A Perry-Hodge

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		NA
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment		NA
Marriage and civil partnership		N A
Pregnancy and maternity		N A
Race		N A
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		N A
Gender identity		N A
Sexual orientation		N A

Any adverse impacts are explored in a Full Impact Assessment.

Rationale

At Bromley Heath Infants School, we believe that in order for all our children to be successful learners then assessment for learning is integral to everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning. By doing this we aim to develop the right skills for all our children to reach their maximum potential. At our school, we have a robust assessment systems. These are a careful planned mix of both formative and summative assessment, together with effective tracking systems. We take every opportunity to provide positive experiences for both children and staff at Bromley Heath Infants within our inclusive ethos.

Aims

- Set ambitious targets for attainment and achievement
- Help drive improvement for pupils by identifying gaps and misconceptions in learning and plan to address these
- Give reliable information to parents about how their child is performing and suggest next steps
- Measure progress of individual children and cohorts; track achievement by analysing and evaluating performance, and then address findings
- Celebrate progress with individual pupils, parents and as a whole school
- Ensure that as a school we keep up with external best practice and innovation through networking with other schools and external advisors

Statutory Assessment of EYFS children.

Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals (ELG) At the end of the year children are reported as to whether they are meeting the level of development expected at the end of the EYFS for each goal (expected) or not yet reaching this level (emerging). A child is assessed as having a good level of development (GLD) if they reach the expected standard for all 17 goals.

All children entering Reception will be assessed using the 'Reception Baseline Assessment'. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system which our teachers complete. The RBA is then used to create school-level progress measures for primary schools, which will show the progress pupils in a school make from reception until the end of key stage 2.

Statutory Phonics Screening Check

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1, repeat the check at the end of year 2.

Assessment at the end of Key stage 1

Year 2

Year 2 children will be assessed against the end of key stage Assessment Frameworks for English, Mathematics and Science. Children in year 2 will sit test papers for reading and mathematics, which will be used to inform teacher judgements using the Assessment Frameworks. The school does not use the optional Punctuation and Grammar (PAG) tests.

Assessment in Key Stage 1

(Year 1 and Year 2)

Children in Key Stage 1 at Bromley Heath Infants school are being assessed against the 2014 national curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. As a school we assess each child three times a year against the ARE's for reading, writing and mathematics. Over the year, teachers assess whether children are on track to achieve the expected standard (or greater depth within this) using a range of evidence: work in books, tests, mini and end of unit assessments, observations and assessment during lessons.

For English and maths, at the end of year 1 and 2, children are assessed as working towards the standard, working at expected standard or greater depth within the expected standard. A few children will be assessed using the Pre-Key Stage Frameworks if not working within the Key Stage 1 curriculum. These judgements will be based on Teacher assessment and children are (usually) expected to meet all the statements to be assessed as expected or greater depth (alongside the additional statements for this standard).

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school we ensure that time is set aside each term for moderation to take place. The purpose of this is to ensure that our data is accurate and consistent across the cohorts, school and local schools. Teaching staff are involved in the moderation process to ensure agreement on the criteria in the following ways;

- With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- With colleagues from other schools through our Endeavour hub, cluster meetings, joint staff meetings
- By attending LA sessions to ensure our judgements are in line with other schools
- By using national exemplification materials for EYFS and year 2
- Through external moderation of Foundation Stage

Tracking pupil progress

We record information on pupils' attainment three times a year for reading, writing and maths in Year 1 and Year 2 and in Early Years Foundation Stage, on all 17 Early Learning Goals.

- Before the data is entered, a sample of pupils work is moderated in year groups, across a key stage or across the whole school.
- Pupil data is reviewed termly at Pupil Progress meetings and used to target children who are not making good or accelerated progress. Interventions are then planned and evaluated.
- The assessment leader, alongside the SENDco, produce an analysis of the data to review. Subject leaders and senior leadership then look at any areas for development.

Reports and sharing information with stakeholders

- Three times a year the governors receive a data report within the Headteacher report to Full Governors.
- Parents' consultations are held twice a year where teachers share progress data with parents; parents receive one written report a year. In the reports, the teacher will refer to the progress a child has made and the areas for further development.

- Our website is kept up to date with the schools level of attainment for statutory assessment (EYFS, Year 1 Phonics Screening and Year 2 end KS1 assessments alongside any Phonic Screening resits) at the end of each academic year, including a three year pattern.

Assessment tests and tasks

Year groups	Autumn	Spring	Summer
EYFS	Baseline assessments In EYFS (by end September) Phonics assessment	Assessments against Early Learning Goals Phonics assessment	End Foundation Stage Assessments Phonics assessment
Year 1,	Year 1 – maths assessments Reading assessment Writing assessment Phonics assessment	Year 1 – maths assessments Reading assessment Writing assessment Phonics assessment	Year 1 – maths assessments Reading assessment Writing assessment Year 1 Phonics Screening Check
Year 2	Year 2 – maths assessments Reading assessment Writing assessment Phonics assessment for children who did not pass the screening check	Year 2 – maths assessments Reading assessment Writing assessment Phonics assessment for children who did not pass the screening check	SATs papers (x2) for Year 2 – Reading, and Maths. Teacher assessments Year 2 – Phonics Screening Check for those who did not pass in Year 1. Writing assessment

Key Principles underpinning Assessment

These principles underpin our School's Assessment Policy on how we will assess all children throughout their school career.

We believe that:

1. Assessment is at the heart of teaching and learning: it provides evidence to guide teaching and learning; the opportunity for pupils to demonstrate and review their progress.
2. Assessment is fair; inclusive of all abilities, purposeful and appropriate to the needs of the children, free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest and the outcomes are used in ways that identify areas for future development; outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning and the judgments. These judgments are moderated by experienced professionals across the local authority in a shared approach to teaching and learning to ensure their accuracy. Teachers need regular professional development to support this.
4. Assessment is ambitious, it places achievement in context against nationally standardised criteria and expected standards criteria and expected standards for which schools and school leaders are accountable. It embodies, through objective criteria, a pathway of progress and development, which supports transition, for every child. It sets high expectations for all learners.
5. Assessment is appropriate; any assessment process should be clearly stated; conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information); it should draw on a wide range of evidence to provide a complete picture of student achievement.; it should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent; judgments formed according to common principles; results are readily understandable by third parties; results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for pupils in developing their learning; helps parents in supporting children with their learning; supports teachers in planning teaching and learning; enable school leaders and governors in planning and allocating resources; track pupil progress and government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved and we can all be 'the best that we can be'.

Linked to other policies

This policy has been adopted by the staff and governors of Bromley Heath Infant School and will be reviewed annually.

Adopted: December 2022

Signed _____

Review date	Originally ratified June 2015	Signed	Colin Cooper
Review date	June 2019	Signed	Helene Sutton
Review Date	(with some modifications around assessment systems and updated statutory information) December 2022	Signed	Helene Sutton
Review Date	(with some modifications around updated statutory information) December 2024	Signed	