



Bromley Hills Primary School

Assessment, Recording and Reporting Policy

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School Vision

At Bromley Hills, we promote a positive culture of social and emotional well-being and mental health resilience for pupils, staff, and our community. We want our children to achieve their full potential; through an inspiring and engaging curriculum, embedding our pedagogy that learning is a change to long term memory, so that they are equipped with the necessary lifelong knowledge and mental health awareness to enable them to become confident and independent valued members of our local community and British society.

School Values

Throughout our curriculum, we weave in a golden thread of core values, values which we believe are essential in preparing children for the wider world, and our young learners develop and build upon these as they go through school. Our core values are:

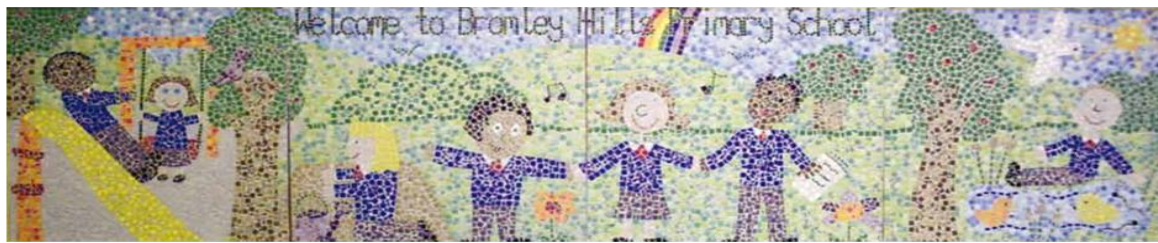
- Respect
- Honesty
- Cooperation
- Caring
- Teamwork

School Ethos

It's 'Time to Shine' - together we will succeed and achieve.

The UN Convention on the Rights of the Child

Article 29 - Every child has the right to an education to help them use and develop their talents and abilities.



Introduction

The current National Curriculum was introduced by the Government in 2014 and is part of the overall curriculum provided at Bromley Hills. It includes two standards: knowledge to be acquired by the end of Key Stage 1 and knowledge to be acquired by the end of Key Stage 2. Partially, this is due to the idea that learning is accumulative and requires time. Also, that children do not all learn at the same pace, and that some require longer than others before they are secure with certain skills and concepts. Therefore, by implementing the National Curriculum and effectively assessing and tracking the progress of each child to ensure they reach their full potential by the end of their primary school experience, we recognise that this policy complies with article 29.

Schools are free to assess the skills acquired in each subject, at each stage of learning, in whatever manner they deem appropriate.

Bromley Hills Selected Method of Assessment

At Bromley Hills, our curriculum is based on the Chris Quigley Essentials Curriculum which sets out essential coverage, learning objectives and standards which are required for all subjects. Our curriculum provides children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts, rather than moving them onto the next skill needlessly when they have not truly mastered it. Such thinking is encapsulated in the following scenario:

Depth of learning





From Year 1 to Year 6 pupils' performance will be described in terms of achievement by age related milestones. This will incorporate the Chris Quigley 'BAD' system that we have adopted when planning:

- ✓ **Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support. (Paddling)
- ✓ **Advancing:** more independent application, can explain, use or summarise understanding. (Snorkelling)
- ✓ **Deep:** have a full understanding and can apply independently in different contexts / problem solve / etc. (Diving)

This is a similar approach to the Early Years system of Emerging and Expected. It will ensure the focus is on the depth of learning rather than rapid progression through a system.

At Bromley Hills, we want to challenge our children to become independent, well-rounded individuals who take ownership of their learning and become deep thinkers. We do not want them to have to swim across the water above, rather we want them to be diving for pearls of wisdom and learning through discovery – a key skill expected from children who achieve high levels in their GCSEs at High School. Moreover, we want our children to be able to apply their knowledge and skill set in a range of contexts within school and real life.

Core Principles of assessment

Good assessment practice in our school will:

- ❖ enable our children to demonstrate what they know, understand and can do in their work;
- ❖ help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- ❖ make children aware of the role they play in the development of their own learning so they feel motivated and supported;
- ❖ enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required;



- ❖ raise standards of attainment and behaviour, and improve pupil attitudes and response;
- ❖ allow teachers to plan work that accurately reflects the needs of each child;
- ❖ base judgements of children's attainment on a body of evidence from teachers' ongoing marking, target setting and testing;
- ❖ enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn;
- ❖ track pupil performance and in particular identify those pupils at risk of underachievement;
- ❖ provide regular information for parents that enables them to support their child's learning;
- ❖ provide the Senior Leaders and Governors with information that allows them to make judgements about the effectiveness of the school.

How We Assess

We assess progress in all subjects across the curriculum on a termly basis. At the end of each half term/term, teachers carry out progress tests in English and Maths, and POP tasks (Proof of Progress) in Science and the foundation curriculum, to identify gaps in pupil knowledge when the unit of work has been completed. Staff will then use this information to support their attainment judgement. Staff will also then address these gaps during the first week of the new term, before proceeding to the next area to be studied. Children in the Foundation Stage (Reception / Pre-School) continue to be assessed on the Early Learning Goals at the end of their Reception year.

During each term, we continuously assess the depth of children's understanding within the milestone – whether it is basic, advancing or deep.

Using the BAD planning approach, where there is a fluid movement through knowledge as understanding is embedded, this allows us to determine each child's level of understanding of a concept in the curriculum.

Padding



All children begin each milestone at the 'basic' level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. A child at 'basic' level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills essential in a specific milestone.

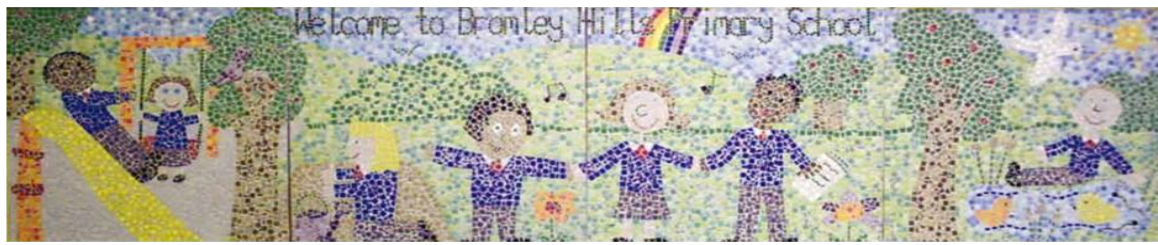
Snorkelling



After children are able to demonstrate this ability on multiple occasions, they move to the 'advancing' stage. They are more independent learners, capable of making some degree of decision whilst applying some of their skills with guidance. Typically, they are able to: explain, classify, infer meaning, make predictions, interpret summarise and apply their skills to solve problems.

Diving





Finally, some children may reach the 'deep' level of thinking. This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults. At this stage, children are able to: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design and prove.

As they move through 'Deep', children will have 'mastered' all skills and concepts taught. It is important to note, however, that only some children will reach this level of understanding during the course of their learning journey.

This will provide the necessary evidence for teachers to then make a judgement as to the level of attainment each child is working at. Judgements are:

B – Working below the level of the age -related expectation

WTS – Working towards the age -related expectation

EXS – Working at the age-related expectation

GDS – Working at a greater depth of the age-related expectation

Measuring Attainment & Progress

We assess progress from a child's starting point and monitor their progress through termly assessments provided by the class teacher. The class teacher will use: evidence from books, lessons (including verbal feedback), POP tasks/Progress tests, in order to make their termly judgement and these are submitted to the Deputy Headteacher, Mrs Rogers. Mrs Rogers will analyse the results prior to a Pupil Progress Meeting with the class teachers, SENDCO and the headteacher. During this meeting, books will be looked at to quality assure judgements and every child will be discussed. If a child's progress has slowed, this will be discussed in detail and potential support strategies decided upon. Each teacher receives a written report analysing the English/Maths results for each year group and the children discussed during the PPM are highlighted, as well as FSM and SEND pupils.



An overview for Science and each foundation subject attainment results are provided to each subject leader in order for them to look more in depth at their subject attainment across school.

Assessment in the Foundation Stage

When children enter Pre-School, a baseline assessment is administered to gather on entry data. This takes place during the first few weeks so that we can then chart progress during the course of the year. The assessment will take the form of a range of practical tasks as well as observations of the children. This will then be used by the teacher to form a judgement as to the cognitive ability of the child at this entry point.

In Reception, a similar assessment takes place on a one to one basis and this now a statutory assessment, and results are submitted online to the Standards and Testing Agency (STA). This now provides a baseline from which the progress of children across the primary setting, will be tracked.

Ongoing assessment takes place continuously, conducted by both the class teacher and teaching assistants. 'Wow' learning moments are recorded through the use of our eLearning Journeys using the program '2Simple' or post-it notes to detail the event. Together with assessment notes made during adult led activities, guided learning and continuous provision, these form a picture of a child's level of achievement and from this we are best able to inform each child's next steps for learning and plan appropriately. Where necessary, alternations to the provision or teaching are made to ensure maximum progress and attainment for all pupils.

At the end of the summer term in Reception, a written summary of a pupil's attainment against the early learning goals is provided. This explains to parents whether the pupil is:

- meeting levels of development ('expected')
- not yet reaching expected levels ('emerging')

Planning for Assessment

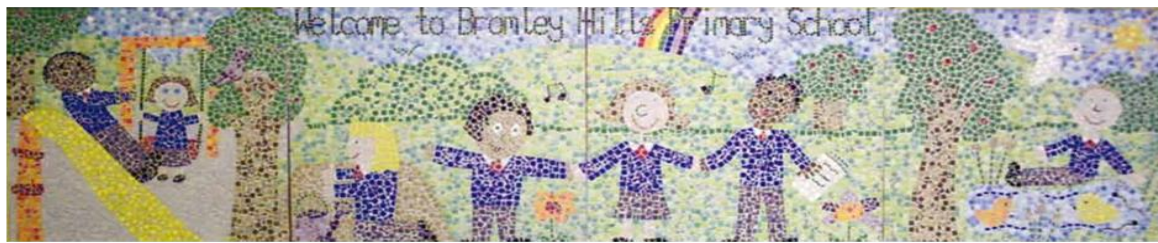
Assessment should be an integral and recognisable part of every teacher's planning and linked to National Curriculum expectations. To support our teaching we use the National Curriculum and Chris Quigley's Essentials Curriculum. We plan our lessons with clear learning objectives based on the milestone indicators. We strive to ensure that all tasks set are appropriate to each child's ability. Activities with varying degrees of independent are planned and facilitated, to provide differing levels of cognitive challenge. Our lesson plans make clear the expected differentiated outcomes for each unit of work. Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective (WAGBA), and a toolkit is provided to support the children through their work.

Children are encouraged to self-evaluate their work during and at the end of sessions and will often peer assess. Next steps indicate how work can be improved. (See Marking Policy)

Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misconceptions. We identify those individual children who do not achieve the expected progress during a lesson and we used the information when planning for the next lesson.

Inclusion and Assessment for Learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs. SEND pupils will follow the same structure as other pupils but staff must keep evidence to indicate progress against their individualised targets on their support plans and provision maps. Staff will liaise with the school SENDCos. We have a comprehensive tracking system to record the progress of SEND pupils – we



use the Dudley Attainment and Progress Assessment (DAPA), which provide stepping stones to success for pupils with SEND.

Equality Impact Statement

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritize or disadvantage any pupil and it helps to promote equality at this school.

Standardisation / Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement and accuracy in the following ways:

- with colleagues in school;
- with colleagues from other schools through partnership moderation;
- by attending LA sessions to ensure judgements are in line with other schools.

Annual Statutory Assessments

A number of annual statutory assessments take place each year and are included as part of the assessment calendar. Results are submitted to the STA or to the local authority. These are:

September: Reception Baseline Assessment (Reception)

May: KS2 SATs (Year 6)

KS1 SATs (now optional) (Year 2)

June: Phonics Screening (Year 1)

Multiplication Tables Check (Year 4)



Monitoring & Review

Our Deputy Headteacher, Mrs Rogers, leads assessment in school and is responsible for monitoring the implementation of this policy. The leader will use the data provided through teachers' assessments to provide management information and statistics for the Headteacher and Governors, and to meet the school's obligation to provide information to the LA and make statutory returns as required. This policy will be reviewed annually.