



BIRCH COPSE PRIMARY SCHOOL **ASSESSMENT POLICY**

Status

Statutory

Introduction

At Birch Copse School we endeavour to support all children in making better than expected progress and raise confidence and self-esteem. We believe assessment has central role in this. This includes:

- Teacher feedback
- Group work, discussions with children, questioning and observations
- Weekly and End-of-unit assessments (e.g. spelling tests, times table tests)
- Formal summative assessments (Including National Tests)

Assessment is a key aspect of the learning cycle, and is integrated within the school's Teaching and Learning Policy.

This policy outlines the framework for assessment, recording, and reporting in which the statutory requirements can be met, incorporating the process of involving pupils and parents in recognising and recording achievement in all areas of development.

Aims

1. To ensure all children progress
2. To recognise and celebrate achievement and success
3. To ensure children know their next steps in learning
4. To internally track children's attainment and progress
5. To have a consistent approach that measures attainment and progress against National Standards
6. To inform planning to ensure that the teaching and learning meet the needs of all children
7. To help diagnose difficulty and identify appropriate support (see Special Educational Needs Policy)
8. To help identify more able children and provide appropriate extension (see Higher Potential Learners Policy)
9. To inform pupils, parents, governors, L.A., support staff, and teacher colleagues in our school and between schools on children's progress.

Assessment at Birch Copse

Throughout our school, assessment is used in the following ways:

- **Formative (Assessment for Learning -AFL)** - the information gained "informs" or affects the next learning experience. (See Appendix 1)
- **Summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time. (See Appendix 2 and 3 for procedures and details)
- **Diagnostic** - finding out what attitudes, knowledge, understanding or skills that have not been fully learned or acquired and therefore preventing pupils making expected progress.

These types of assessments are required to identify children's strengths and weaknesses. This enables us to plan effectively for individual children. These types of tests may be carried out by the SEN Team or other professionals from outside the school staff. Parents are consulted before these types of tests are carried out and arrangements can be made for parents to discuss findings with these professionals. A report is produced for use in school; this is usually filed in an individual file maintained by the SENCO.

- **Evaluative** - informing the strategic planning and direction for the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

This takes place through the analysis of school data throughout the year by the headteacher, assessment coordinator, subject leaders and the senior leadership team. This is shared with governors and teachers.

Pupil progress meetings

All children will be reviewed as part of the on-going tracking system used within school. The Headteacher and Assessment Coordinator will arrange a series of meetings to review the progress of all children across the school from YF – Y6 with each class teacher. Children either at risk of underachieving, who are underachieving or making accelerated progress will be highlighted to ensure that progress is closely monitored. Discussion will also be held regarding the need for either additional support or challenge.

Moderation of Teacher Assessment

In school moderation will take place regularly and involve all teaching staff. This activity will ensure that national standards have been applied consistently and develop teachers' professional skills and understanding of assessment.

Target setting

Targets are set at various levels:

1. Individual targets for performance in English and Mathematics are set each year
2. Targets within Support and Achievement Plans (SAPs)
3. Curricular targets are set in marking and feedback on an ongoing basis for every child so that they are aware of the next steps for their learning
4. Children will be given opportunities, at appropriate times, to review and assess their own and their peers' learning and set their own targets

Self/ Peer Assessment

Children will be given the opportunity, as appropriate, to evaluate their own performance and understanding as well as that of others.

Recording:

Records will consist of:

1. the schools' personal records of each child (blue folder kept in office)
2. the pupils' individual achievement portfolios (kept in classrooms) including:
 - a. Foundation Stage Learning Journey
 - b. best work from each term
 - c. record of summative assessment each term (cover letter to parents)
 - d. record of summative assessment at the end of the year
 - i. test analysis grids
 - ii. teacher assessment grids
3. for any end of term summative assessment data
 - a. recorded on the school's data management system (SIMs)
 - b. test analysis grid filled in and saved on School Network
 - c. teacher assessment Grids scanned and saved on the School Network
4. records of parent/teacher discussions (kept in Year file in Staffroom)
5. a transfer record to be completed when pupils transfer to other schools
6. teachers' personal records
7. individual targets for children with special needs from Support and Achievement Plans (kept with SENCO)
8. individual targets for children with an Individual Challenge Plan (kept with MAGT leader)

Reporting

1. Summative assessments in Reading, Writing and Maths will be shared with parents at the end of each term. They will receive:
 - a. A cover letter including achievement headlines
 - b. Any teacher assessment grids
 - c. Any test analysis reports
2. Written reports on pupils' achievements will be completed towards the end of each academic year, sent to parents and used as the basis for parent open evening towards the end of the summer term.
3. Parent/teacher discussions will be reported on a form to be completed whenever a formal meeting takes place between parents and teacher (and kept in the Year files in the staffroom). Formal parent/teacher discussions, reporting on pupil progress and achievement, will take place during autumn and spring term.
4. Written reports will be sent to the pupils' next school at the time of transfer.

Responsible officer

Assessment Coordinator

Date of last review: **October 2025**

Date of next review: **October 2028**

Formative Assessment/ Assessment for Learning (AfL)

What is it?

Day-to-day, ongoing assessment based on how well children have achieved against the Learning Objective(s). It informs future learning requirements

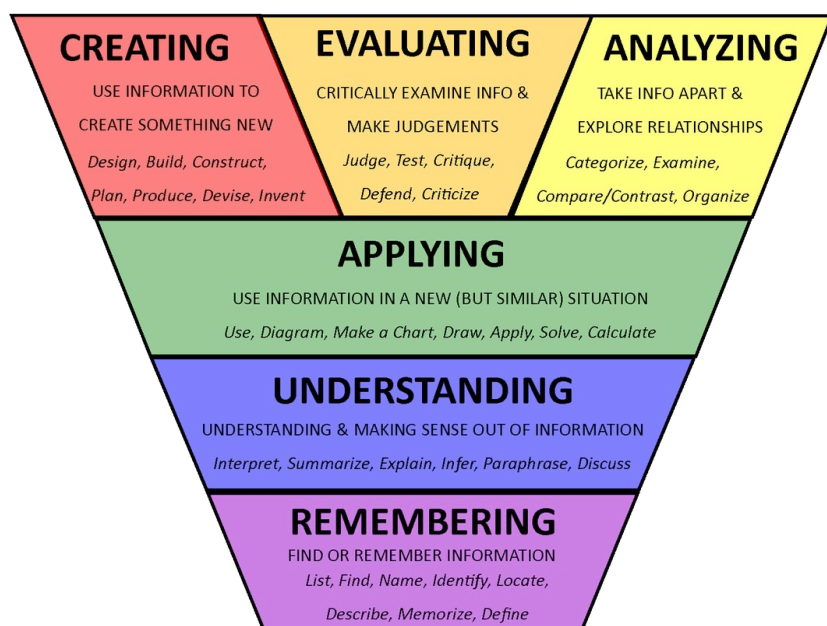
This takes place through planning, Teacher Assessment (observation, marking, feedback), self-assessment and peer assessment. Assessments made will be used to inform future teaching and planning.

Strategy	Purpose	Practice
Sharing learning objectives and success criteria	- To define a focus for the learning in that session - To ensure children are aware of what they are learning - To show children what they need to do to be successful in their learning	'I can' statements - Giving children success criteria (Progressive, differentiated)
Questioning	- To elicit what a child knows - To deepen and broaden thinking and learning – Why? How? - To identify misconceptions	- Planned series of questions to move learning on - Unplanned questions (responding to children's learning needs – not sticking to plan) - Responding to a question by using another question - Give children adequate time to think and respond - Bounce the question – do you agree? Can you add? - Open and closed questions - Higher order questioning (Refer to Blooms Taxonomy below) - Created by learners – e.g. TASC - Use of talk partners - Use of reflection time
Peer and Self Assessment	- To give time for children to reflect on their own and their peers' learning - To ensure children are focused on the learning objective - To encourage children to be responsible for their own learning - To promote independent learning - To give an indication of a child's level of confidence - To further develop children's learning	- Classroom processes, routines clear for self/peer assessment - Teach children how to self/peer assess - Make time for children to self assess and act upon - Consider most appropriate time to self/ peer assess to have greater impact on learning (not always at the end of a session) - Using success criteria and 'I can' statements to measure success against - Children to identify their own/their peer's strengths and next steps in learning - Children to identify their 'State of learning' to ensure their learning is pitched correctly (e.g. self selection) Establishing a positive, learning focused classroom culture is essential to ensure positive impact.
Feedback and marking	- To identify a child's strengths and next steps in learning - To identify misconceptions - To provide opportunities to challenge, correct, edit and practice learning - To help teachers monitor progress - To help inform planning. - To provide motivation for the children	Follow the schools feedback and marking policy. - Ensure marking and feedback links to 'I can' statements/ success criteria - Children to be given time to read and respond to marking regularly-classroom strategies in place to support this - Teach the children how to respond to feedback. (inc what the marking codes mean)

Using AfL

Strategy	Purpose	Practice
Planning - Learning objectives - Assessment opportunities	- To ensure clear learning objectives, differentiation and level of challenge using assessments undertaken - Opportunities are planned to gather assessment information to inform next steps in learning	- Planning is based on learning objectives and information about child's current ability including needs for appropriate 'scaffolding', support and challenge. - Identify and plan assessment opportunities. This may include a prior learning check (e.g. at the beginning of a lesson, pre topic test, cold task) or mini plenary to assess progress in a session at different points
Interventions	- To ensure children's learning is developed at broadly the same pace - To prevent children 'falling behind in their learning' - To fill gaps in knowledge and understanding	- Support groups planned for during a session - Pre teaching to children - Guided group learning in or outside of the session - Use of peer teachers or support staff before, during or after the session - Discussions with parents, - extra home learning - Discussions with SENCO & G&T leader

Bloom's Taxonomy of Questions



Summative Assessment

What is it?

A 'Snapshot' or 'summing up' of what a child CAN do at a given time
(e.g. the end of term).

Summative Assessment at Birch Copse

Year Group	When	Summative Assessment of:	Type of Assessment	Details
F	When children are ready	Phonics	Teacher Assess	Children are assessed against each phase of Phonics.
	September AND End of each term	3 Prime Areas of Learning. 4 Specific Areas of learning	Teacher Assess	Using the Development Matters criteria. 'Age-Stage Bands'. Criteria for each band in areas of learning. Bands sub-divided into "Entering", "Developing", and "Secure".
	End of year/ Stage	The 3 Prime Areas of Learning and 4 Specific areas of learning	Teacher Assess	Assessed against the Early Learning Goals Children are assessed as either "Emerging", "Expected" or "Exceeding" in each Area of Learning Children who achieve "Expected" or "Exceeding" in all Prime Areas of Learning as well as Literacy and Mathematics are deemed to be at a "Good Level of Development" (GLD). Results sent to DFE
1	Beginning of term	Reading Age and comprehension	Test	SALFORD Reading test completed Every child autumn, spring and summer term
	End of term	Reading	Teacher Assess	
			Test	PIRA test (to inform Teacher Assessment)
		Phonics	Test	Previous year's Phonics Check
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Teacher Assess	
			Test	White Rose test (to inform Teacher Assessment)
	End of year	Phonics	National Test	Current year's National Phonics Check. Results sent to DFE
		Foundation Subjects	Teacher Assess	Ongoing throughout the Year.
2	Beginning of term	Reading Age and comprehension	Test	SALFORD Reading test completed Every child autumn, spring and summer term
	End of term	Reading	Teacher Assess	
			Test	PIRA test (to inform Teacher Assessment)
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Teacher Assess	
			Test	White Rose test (to inform Teacher Assessment)
	End of Year	Foundation Subjects	Teacher Assess	Ongoing throughout the Year.
		Phonics re-sits	National Test	Current year's National Phonics Check for children who were 'Working Towards' at the end of Year 1. Results sent to DFE
3	Beginning of term	Reading Age	Test	SALFORD Reading test completed - Every child autumn term - Children below ARE for spring and summer term
	End of term	Reading	Teacher Assess	
			Test	PIRA test (to inform Teacher Assessment)
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Teacher Assess	
			Test	White Rose test (to inform Teacher Assessment)
	End of Year	Foundation Subjects	Teacher Assess	Ongoing throughout the Year.

4	Beginnin g of term	Reading Age	Test	SALFORD Reading test completed - Every child autumn term - Children below ARE for spring and summer term
	End of term	Reading	Teacher Assess	
			Test	PIRA test (<i>to inform Teacher Assessment</i>)
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Teacher Assess	
			Test	White Rose test (<i>to inform Teacher Assessment</i>)
	End of Year	Foundation Subjects	Teacher Assess	Ongoing throughout the Year.
5	Beginnin g of term	Reading Age	Test	SALFORD Reading test completed - Every child autumn term - Children below ARE for spring and summer term
	End of term	Reading	Teacher Assess	
			Test	PIRA test (<i>to inform Teacher Assessment</i>)
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Teacher Assess	
			Test	White Rose test (<i>to inform Teacher Assessment</i>)
	End of Year	Foundation Subjects	Teacher Assess	Ongoing throughout the Year.
6	Beginnin g of term	Reading Age	Test	SALFORD Reading test completed - Every child autumn term - Children below ARE for spring and summer term
	End of term	Reading	Teacher Assess	
			Test	Previous Year's SATs Paper (<i>to inform Teacher Assessment</i>)
		Writing	Teacher Assess	Birch Copse Writing assessment grid
		Maths	Teacher Assess	
			Test	Previous Year's SATs Paper (<i>to inform Teacher Assessment</i>)
	End of Year	Foundation Subjects	Teacher Assess	Ongoing throughout the Year.
	End of Key Stage	Reading	National Test	Externally marked. Results sent to DFE
		English Grammar, Punctuation and Spelling	National Test	Externally marked. Results sent to DFE
		Maths	National Test	Externally marked. Results sent to DFE
		Writing	Teacher Assess	Assessed against national framework. Results sent to DFE.
		Science	Teacher Assess	

End of Term Assessments Guidelines for Staff

Reading

Reading will be **Teacher Assessed**, which will primarily be informed by a termly test. Other sources of evidence may include:

- Reading lessons, including written class work and lesson feedback,
- Phonics sessions,
- Salford Reading assessments,
- Individual reading and guided reading (including book levels)

From Summer term in Year 1, a test will be used to **inform Teacher Assessments**:

- a **PIRA** Reading test in Year 1 Summer term and each term in Year 2-5,
- Previous Years' Reading **SATs** Papers in Year 6.

In Autumn and Spring term in Year 1, the following can be used to guide Teacher Assessment in Reading:

YEAR 1	Below	Slightly Below	At	Above
Autumn	Below Red reading books Not yet on Phonics 'Securing the Basics 4'	On Red or Yellow Reading books Not confident with 'Securing the Basics 4'	Blue or Green Group 1-5 Reading Books Confident with 'Securing the Basics 4'	Green group 6 Reading books and above Learning Higher Levels Phonics 5c 'Choose to Use'
Spring	Below Blue Reading books Not confident with 'Securing the Basics 4'	Blue or Green Group 1- 5 Reading Books Confident with 'Securing the Basics 4'	Green group 6 or Orange Group 1-5 Reading books and above Learning Higher Levels Phonics 5c 'Choose to Use'	Orange Group 6 Reading book or above. Confident with Higher Levels Phonics 5b 'Switch It'

Reading Test guidance

Timings

PIRA			SATs
Year 1 & 2	Year 3 & 4	Year 5	Year 6
Approx. 40 mins	45 minutes	55 minutes	60 minutes

Some children can be given an **additional 25% of the allocated time** to complete the tests:

- Any child with an EHC plan
- Children with a visual impairment (may use an enlarged version of the test)
- Children with a SAP who have difficulty processing information
- Children with very slow writing or reading speeds

For the last three bullet points, additional time **must be agreed by the assessment lead**.

Assistance

None of the reading paper should be read to the children – this includes the questions. In exceptional circumstances, children can read the text aloud to an adult if needed.

Thresholds

PIRA		Autumn			Spring			Summer		
	Out of	S- Below	At	Above	S- Below	At	Above	S- Below	At	Above
Year 1	25	6	11	20	3	8	18	6	13	22
Year 2	25 (Aut) 30 (Spr+Sum)	5	11	20	5	12	23	5	11	22
Year 3	40	11	18	29	12	19	31	12	19	29
Year 4	40	8	16	26	14	21	33	9	17	30
Year 5	40 (Aut) 45 (Spr+Sum)	12	20	33	12	20	33	12	20	31

SATs past papers		Autumn			Spring			Summer		
	Scaled score range	S- Below	At	Above	S- Below	At	Above	S- Below	At	Above
Year 6	80-120	85	94	104	94	98	108	<100	100	110

Writing

Writing will be **Teacher Assessed**.

In **Autumn** and **Spring** term writing will be assessed using the end of year writing grids and projecting whether the child is 'on track' to achieve working at or working above. If a child is not on track to achieve working at, they will be assessed as slightly below (around one term behind) or below.

In **Summer** term, writing will be assessed using the end of year writing grids.

Sources of evidence may include:

- Independent written work (primarily from English lessons but can be supported with writing from other areas of the curriculum),
- Results from spelling tests (supported by evidence of it being transferred to written work),
- Phonics sessions.

Maths

Maths will be **Teacher Assessed** against what has been taught up to date, using teacher's day to day marking and assessment. Termly tests will be used to inform Teacher Assessments:

- a White Rose Maths test in Year 1-5,
- Previous Years' Maths SATs Papers in Year 6.

Maths Test guidance

Timings

	WHITE ROSE		SATs
	Year 1 & 2	Year 3, 4 & 5	Year 6
Arithmetic paper	None given	25 minutes	30 minutes
Reasoning paper(s)	None given	50 minutes	40 minutes (x2)

Some children can be given an **additional 25% of the allocated time** to complete the tests:

- Any child with an EHC plan
- Children with a visual impairment (may use an enlarged version of the test)
- Children with a SAP who have difficulty processing information
- Children with very slow writing or reading speeds

For the last three bullet points, additional time **must be agreed by the assessment lead**.

Assistance

Children may request to have individual questions read to them on a one-to-one basis either within the classroom or in a separate room if it is felt they will need a lot of the questions read to them (these would be exceptional circumstances like those listed above for extra time). If reading to a pupil, adults can read **words** and **numbers** but **not mathematical symbols**.

Thresholds

PUMA		Autumn			Spring			Summer		
	Out of	Slightly Below	At	Above	Slightly Below	At	Above	Slightly Below	At	Above
Year 1	25	6	14	21	6	14	21	6	14	21
Year 2	35(Aut) 40 (Spr+Sum)	9	19	25	9	20	31	9	20	31
Year 3	50	12	24	38	12	24	38	12	24	38
Year 4	50	12	24	38	12	24	38	12	24	38
Year 5	50 55 (Sum)	12	24	38	12	24	38	13	26	42

SATs past papers		Autumn			Spring			Summer		
	Scaled score range	Slightly Below	At	Above	Slightly Below	At	Above	Slightly Below	At	Above
Year 6	80-120	85	94	104	94	98	108	<100	100	110

Recording & Reporting to Parents

At the end of each term, there will be **two deadlines** set:

1. Date to complete the **assessment spreadsheet**
2. Date for **letters out to parents** and data to be **inputted to SIMs**

1. Assessment Spreadsheet

- This can be found in the 'Assessment' folder on the shared drive
- Please input test results for either Phonics (Year 1), PIRA, White Rose or SATS (Year 6)
- A test 'grade' will be generated from the test score
- Please also input Teacher Assessment Grade for each subject (If it differs from the test result). This is a drop-down option.
- This spreadsheet will be reviewed by the assessment lead who will confirm when the data has been verified and is ready to be shared with parents.

2. Letter to parents and data on SIMs

- Master copies of Parent letters can be found in the 'Assessment' folder on the shared drive. **Please only complete these after data has been verified** (see above)
- On the letter, please input using the language
 - Below
 - Slightly Below
 - At
 - Above
- Only the letter should be sent to parents – no grids or tests need to be sent home.

Data should be inputted into the SIMs using the school's grades. These can be found on the document entitled "A guide to Age-Related Expectations" in the 'Assessment' folder on the shared drive

Informing children in Years 5&6

- Teachers to inform children in Years 5&6 of their assessment grades **before** assessment letters go out to parents
- Children have the option to opt out if they wish.