



Bromley Hills Primary School

Assessment, Recording and Reporting Policy

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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Introduction





In September 2014, the Government introduced a new curriculum, with a great deal of fresh content and ambitious expectations of learning. It is designed to provide children with the essential knowledge, skills and understanding that they require as citizens of Great Britain.

Moreover, the curriculum has not provided statutory requirements expected in each year group. Instead, it has provided 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.

The manner in which schools assess learning has also changed dramatically, levels have been removed and will not be replaced. Partially this is due to a shift in perception about levels:

- That levels have encouraged schools to race through the curriculum, moving on too quickly to ideas in the 'next level'. As a result, children have developed a shallow understanding of the concepts and skills taught.
- Children are levelled according to the 'best fit' – thus children may not have completely understood key concepts, or may have even missed some out.
- Levels given on test papers are taken from an average and might not truly reflect a child's capabilities.
- Best international practice does not use levels. Rather focus is placed upon learning less concepts in a greater depth.

As a result, although the content has been stipulated by the Government and Statutory Assessments will continue to be prescribed, 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, we have chosen to follow the Chris Quigley Essentials Curriculum which sets out essential coverage, learning objectives and standards which are required for all subjects. Furthermore, it provides progress measures for all subjects including personal development. One of the primary reasons why we have chosen to adopt this curriculum is because it emphasises the importance of developing the depth of children's learning.

In essence, this means providing 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



We have designed our system to reflect the changes from the DfE. 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:

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



This is similar to the Early Years system of Emerging, Expected and Exceeding. 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.





In September 2016, we introduced depths of learning in order to assess children's learning. We assess their progress in Reading, Writing, Maths and Science, by reviewing the depth of their understanding. All learning is be grouped into three milestones. Throughout Y1 and Y2, children are assessed on the concepts contained in Miles 1. During Y3 and Y4, children are assessed on the concepts contained in Milestone 2. Finally, in Y5 and Y6, children are assessed on Milestone 3. Children in the Foundation Stage (Reception / Pre-School) will continue to be assessed on the Early Learning Goals.

During each term, we continuously assess the depth of children's understanding within the milestone – whether it is basic, advancing or deep. Each milestone has 6 assessment point: Basic 1, Basic 2, Advancing 1, Advancing 2, Deep 1, Deep 2.

These points are not a mere label about a child: basic is not less able than deep. Rather, they allow us to determine each child's level of understanding of a concept in the curriculum.

Paddling



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.

At deep level 2, 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.

Measuring Good Progress

All children will be expected to make good progress from their starting point. Depending upon a child's starting point at the end of the Early Years Curriculum in the Reception class, they will each have their own line of good progress. If a child leaves Reception at the 'Emerging' stage, and they make good progress, they will leave Milestone 1 (at the end of Year 2) at 'basic 2' which means working towards national expectation. However, at the end of Milestone 2 and 3, they will be expected to leave at 'advancing 1', slightly below national expectation.

Tracking Good Progress			
EYFS	Milestone 1	Milestone 2	Milestone 3
Emerging	Basic 2	Advancing 1	Advancing 1
EYFS			
Expected	Advancing 2	Advancing 2	Advancing 2
EYFS			
Exceeding	Deep 1/2	Deep 1/2	Deep 1/2





Informing Parents

We have a range of strategies that keep parents and carers fully informed of their child's achievement and progress. We encourage parents and carers to contact the school if they have any concerns about any aspect of their child's education. If teachers have concerns, regardless of their attainment, they will discuss this with parents as soon as possible.

Each term, parents have the opportunity to come into school and discuss their child's progress in Reading, Writing and Mathematics, share examples of children's work and discuss their child's learning behaviour and attitudes. Teachers will talk about depth of progress and learning as well as targets that they need to work on during the course of the following term. All judgements are generated through the result of formative and summative assessment.

Parents also receive written reports from teachers mid-way through the year and at the end of the year. This will provide information regarding attainment and progress and indicate future targets. Results of national statutory tests – SATs and phonics screening - are also reported at the same time as the end of the year report.

Assessment in Foundation Stage

When children enter Pre-School or Reception, a baseline assessment is administered to gather on entry data. This takes place during the first few week 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.

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 (ELGs) is provided. This explains to parents whether the pupil is:

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





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 the WILF (success criteria) against which the work will be judged. 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.

Equality Impact Assessment

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 cluster moderation networks;
- by attending LA sessions to ensure judgements are in line with other schools.

Monitoring and Review

Our Deputy Headteacher 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 schools obligation to provide information to the LA and make statutory returns as required. This policy will be reviewed annually.

