



Bilton Grange Primary School Assessment Policy

Assessment is an integral part of planning and teaching and learning at Bilton Grange Primary. It helps us to support pupils to know more and remember more.

Formative assessment

Formative assessment is the process through which learners and their teachers seek evidence to help them decide: where the learner is in their learning, where they need to go in their learning and how best to get there.

Formative assessment may include any of the following:

- Verbal questioning
- Short, written 'quizzes'
- Teachers marking pupils' work
- Peer and self-marking by pupils
- Observations
- Spaced knowledge-checks

These would all include some form of feedback so that the next steps in learning can be planned and shared with learners.

Summative assessment

Summative assessment is more formal – it is used to provide learners with information about how well they have remembered and understood an area of study over a period of time. It provides teachers with information with which to evaluate the effectiveness of their teaching and to plan for subsequent teaching and learning.

Summative assessment may include any of the following:

- End of unit knowledge-checks
- End of year age-standardised tests
- Yearly summative teacher assessments for all subjects recorded on ScholarPack (the school's assessment tracking program)
- Nationally-standardised summative assessments:
 - Reception Baseline Assessment on entry to Early Years
 - End of Early Years assessment against the Early Learning Goals
 - Year 1 Phonics Screening
 - National Curriculum end of Key Stage 1 (Year 2) tests in Maths; Reading; and Spelling, Grammar and Punctuation.
 - National Curriculum end of Key Stage 2 (Year 6) tests in: Maths; Reading; and Spelling, Grammar and Punctuation
 - National Curriculum end of Key Stage teacher assessments in writing



Summative assessment may be:

- Reported to parents to inform them about the achievement and progress of their children over a period of time.
- Used by school leaders can to monitor the performance of cohorts and different groups.
- Used to identify appropriate interventions (additional specific learning opportunities to support those who need it).

What assessment 'looks like' at Bilton Grange

Each unit of work will support learners to work towards an 'endpoint' or multiple 'endpoints'. These are objectives that learners are expected to achieve by certain points in their education. For example, an endpoint for Year 5 Maths is for learners to be able to "round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000". To achieve this, they will need to be taught knowledge such as "The digit in the column to the right of the column we are rounding to tells us whether to round up or down". To help plan the best way of acquiring such knowledge and achieving subsequent endpoints, knowledge-checks will take place before a unit of work.

Knowledge checks consist of questions or tasks to assess: 'connected knowledge' – related knowledge that the learners will already have covered previously and that remembering, may help them to understand concepts in the upcoming unit of work; and 'new knowledge' – things that that learners will not have covered yet in school but may have some understanding of.

Teachers will plan the unit of work based on performance in these pre-unit knowledge-checks. If, for example, pupils cannot remember connected knowledge, additional learning opportunities – as a whole class, small, group or individually – will be planned to address this. Or, if a class as a whole, show that they already have some of the knowledge that will help them to reach their endpoints, less time may be spent on this area.

Throughout each unit of work, ongoing, formative assessments will take place to ensure progress towards endpoints.

Spaced knowledge-checks will take place at the end of each unit of work is complete, again 2-4 weeks later and again before beginning the next unit in that subject. This provides the opportunity for learners to re-visit and remember new knowledge from each unit of work. This approach is based on research that suggests that re-visiting learning at such intervals will increase the likelihood that knowledge is embedded into learners' long-term memory; we use assessment at Bilton to try to ensure that our pupils know more and remember more over time.