

# Assessment Overview 2024/25

## Bloxham CE Primary School



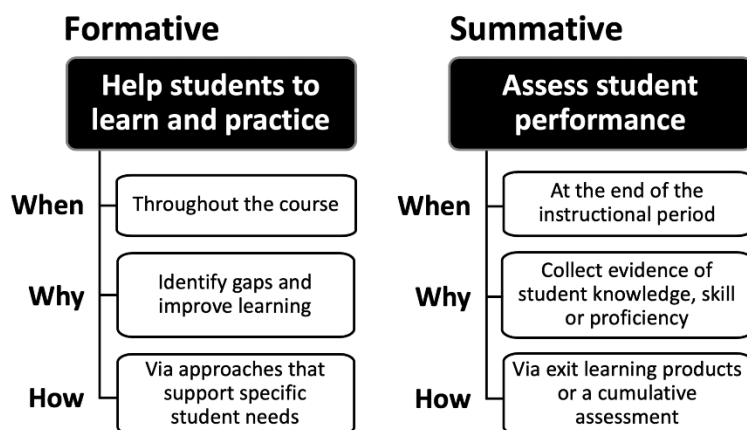
**Be . Build . Become**

### Aims

At Bloxham CE Primary School, all assessments are designed to support the progress of pupils. To further their learning by gauging their understanding and knowledge with a view to either extending this or addressing misconceptions; so that we enable them to make good progress academically and with consideration to their wellbeing.

### Principles

Assessment takes one of two forms – formative (informing, ongoing, observational) and summative (end of unit judgement). There is no way to tell from the assessment itself, necessarily, but you can tell by the way it is then used. If the test results is not then used to impact on teaching and learning then it is summative. If the assessment is used to adapt teaching and learning, then it is formative. For more detail on our formative assessment please see our Feedback and Marking policy.



The majority of the assessment at Bloxham CE Primary is formative, our ongoing feedback and adaptation which underpins our teaching. Feedback is effective when it enables good progress because it is understood by pupils, and informs future teaching.

Our policy is based upon the evidence of best practice from the Education Endowment Foundation (EEF) and underpinned by our school values

- Be diverse, equitable and inclusive
- Be curious to learn and ambitious to succeed
- Be creative

## **Data Drops**

At Bloxham, staff make 6 graded data drops per year into our tracking grids. The judgements are made for Reading, SPAG, Writing and Maths for every pupil following the National Curriculum. Three times a year these grades are based on test data and three times a year based upon teacher judgements from work in class.

The tracking grids are monitored by the Headteacher in association with Phase Leads and the Inclusion Manager, following which pupil progress meetings are held twice a year with class teachers. During these meetings pupil targets are discussed as well as any necessary interventions. The data is analysed by group, for example by gender, pupil premium or age to ascertain any trends which require addressing.

## **What Tests are used?**

The majority of our pupils will be tested using our Cornerstones Assessments for Maths, reading and SPAG. For pupils on our SEND register we will also make use of the Sandwell maths age assessment, the Vernon spelling age assessment, and the Salford sentence reading age assessment. These are used to supplement or replace the Cornerstones tests.

## **Assessment in English**

Our children's attainment in English is primarily assessed through Cornerstones assessments. These enable us to assess a child's reading comprehension ability and also their SPaG ability. In class, teachers have a reading assessment bookmark for each child which is used as a formative assessment tool, keeping track of the reading skills children have secured or are developing. The assessment of writing is an ongoing process with teachers providing feedback to each child following each piece of assessed writing. We do not carry out 'one-off' assessed pieces of writing as we recognise that children should be able to write confidently and independently across a range of genres. Throughout the academic year, teachers inform parents/ guardians as to whether their child is working at an Emerging, Expected or Exceeding stage in Reading and Writing. Children in FS and KS1, are routinely assessed on their phonics knowledge and understanding. These assessments inform groupings and next steps for phonics learning. This may also apply to some groups of children in Year 3-6.

## **Assessment in Mathematics**

Teaching for mastery demands that teachers are confident about what each pupil knows and where their misconceptions lie: therefore, practical and effective assessment is vitally important. Each unit concludes with a summative check to help you assess each child's understanding, fluency, reasoning and problem-solving skills. In KS2 this check also contains a SATs-style question to help children become familiar with answering this type of question.

In addition to the end of unit checks, pupils in Years 1-5 also complete the Cornerstones assessments three times a year, while Year 6 pupils complete past SATs papers in preparation for their End of Key Stage 2 Assessments.

During the summer term, pupils in Year 4 complete a Multiplication tables check (MTC) to assess their knowledge of multiplication facts.

## Effective Assessment in the Wider Curriculum

A key focus for us during 2024/25 will be assessment in the wider Curriculum. The Upper Phase Leader, Mr Singleton and the Headteacher, Mrs Marshall are undertaking a series of training sessions with the Hampshire Improvement and Advisory Service (HIAS) focussing on precision in curriculum, using assessment to support planning and planning for assessment. These sessions are then disseminated to subject leads, again by HIAS, with time given to implement strategies and actions.

## Additional Assessments

For pupils following our Read Write Inc (RWI) Programme assessments are carried out every half term which track the pupil's sound knowledge, their decoding and blending skills as well as their reading fluency. Pupil groups for the following half term are determined by test scores and teacher judgements.

In Science and Humanities subjects we have introduced Blue reviews to support the children to consider the knowledge they have gained. These are completed after 4 lessons on a topic. In addition pupils will assess their knowledge at the start and end of each of our Cornerstone topics.



Blue Review – Four Lessons in a Nutshell

1.	2.
3.	4.

Select the key knowledge from each lesson, try to use the relevant subject specific vocabulary. Imagine you are creating a summary of each lesson for anyone who was absent.

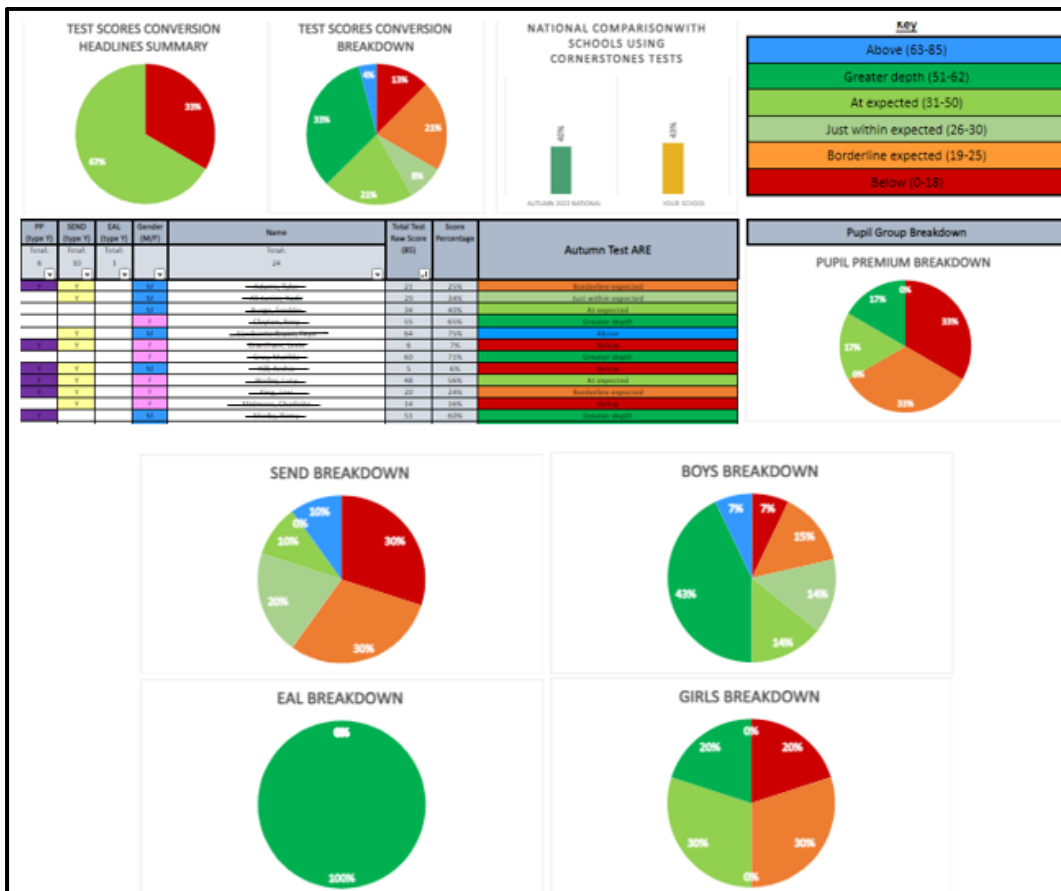
## Moderation

To ensure our teacher judgements are as accurate as possible we moderate across year groups and additionally alongside colleagues from local schools with whom we meet six times a year. For 2024/25 the schedule of meetings is shown below

T1	23 October	Reading	Cuspy Expected
T2	20 November	Writing	Cuspy Expected
T3	15 January	Maths	Cuspy Expected
T4	12 March	reading	Greater Depth
T5	8 May	Writing	Greater Depth
T6	25 June	Maths	Greater Depth

## Interrogating Data

In line with our aim that assessments are designed to support the progress of pupils, the data gathered from Cornerstones assessments is analysed to consider trends, for example whether any group of pupils is disadvantaged or whether there is a specific area of the curriculum which requires a greater input.



Example of a Maths data analysis with a breakdown in specific groups.

