



Rich fields of learning



Butterknowle Primary School Assessment Policy

From September 2015 schools have implemented their own assessment system that ensures that every child achieves their full learning potential through systems of tracking progress and determining attainment related to Age-Related Expectations (ARE) across subject areas.

Assessment is finding out what children can do. Robust assessment systems are critical as they inform teacher planning, curriculum design and helps students, parents and educators review achievement and identify next steps for teaching and learning.

Butterknowle Primary School is a small school with fluctuating cohort numbers. Applying statistical analysis to groups of pupils (such as Pupil Premium, SEND, Vulnerable) to identify trends is of limited value. Our strength lies in knowing and responding to the needs of individual pupils, not drawing broad conclusions from data sets which are too small to be statistically significant.

We have created our own bespoke Assessment Systems that best meet the unique challenges that fact a small teaching team, mixed age and stage teaching and differing year group sizes.

Our assessment system is based on the following principles:

- It is clear and simple and consistently used across the whole school
- Quickly identifies when a learner is falling behind, or excelling compared to age-related expectations.
- Tracks individual progress and attainment (e.g. step trackers)
- Contextualises results
- Is meaningful to all stakeholders (teachers, pupils, parents)
- Provides useful feedback to pupils so that they know next steps to improve outcomes
- Is fit for purpose. It is manageable, sustainable and efficient.
- Informs curriculum and teacher planning
- Shows progression in learning
- Judgements are based on teacher assessment drawn from broad range of evidence across the curriculum

Our assessment model puts the child at the centre, with three types of assessments taking place in school:

1. **Statutory Assessments** – external assessments required by the Department for Education
2. **Summative Assessment** – Assessments completed in school to identify attainment at the end of each school term.
3. **Formative Assessments** – A range of assessment tools used by class teachers to identify attainment and progress throughout the school year. Used to inform pupils of

next steps, these assessments may be short tests in response to the need of the teacher to identify level of understanding.

Our Assessment Model

