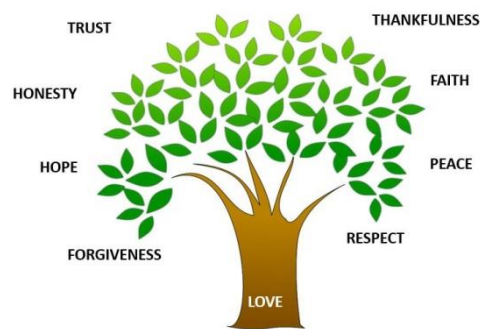




All Saints Benhilton C of E Primary School

Assessment Policy

Values & Vision



Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.

Approved by: [Name]

Date: May 2019

Last reviewed on: 2017

Next review due by: May 2022

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child whilst making certain it reinforces our school Christian values.

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we will try to achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment',

'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

Assessment Methods used at All Saints Benhilton School:-

Formative Assessment- informs the next steps to learning.(Assessment for learning)

Methods:

- Questioning
- Observation
- Marking and feedback
- Peer assessment
- Self-assessment
- Use of test results
- Detailed analysis of test results
- Target setting

Summative Assessment -sums up what the pupil has learned at the end of a period of time.
(Assessment of learning)

Methods:

- Tests in uncontrolled conditions
- Teacher assessment
- Tests in controlled conditions

The Use of Formative Assessment (Assessment for Learning)

Assessment opportunities ('day to day formative assessment') which are a natural part of teaching and learning, are constantly taking place in the classroom to help children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (intervention) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. The class teachers will evaluate current lessons before moving onto the next lesson, and this will include addressing misconceptions.

To achieve this we will:

- evaluate pupils learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative, in accordance with the school's marking policy.
- complete formal assessments according to the school schedule.

Use assessment for learning strategies such as:

- working walls / boards
- individual targets
- success criteria
- self and peer evaluation
- diagnostic marking and feedback
- discussion and talk
- conditions for learning
- display
- learning journey
- children know what is next

Methods used:

- CGP ,Raising Stars Achieve SATs Practice Papers, past SATs papers
- Rising stars (Y5)
- Whiterose and Rising Stars (Y3&4)
- Whiterose and Rising Stars in KS1
- Observations recorded on Target Tracker in EYFS

The Use of Summative Assessment

Summative assessment is a systematic part of our school's work which will be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve expected, or more than expected, progress and/ or attainment. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. The regular reviewing of tracking data by the Head Teacher and Senior Leadership Team (including the Inclusion Manager), followed by individual Progress Meetings with teaching staff, will

give teachers the opportunity to revise and refine targets for the class, for specific groups and for individuals.

To achieve this we will:-

- update the tracking data on a regular basis (termly using Target Tracker)
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review next steps for individuals and use the information to identify and plan intervention groups, including those pupils who are higher prior attainers, and those with special educational needs
- set cohort targets for Maths, English and Science and share information with Head Teacher, Assessment Coordinator, SENCO, Subject Leaders and Governors
- work with colleagues to moderate and level writing every term.
- analyse data at the end of each term and at the end of each year to track progress made
- pass cohort data and analysis to the next teacher

Class teachers, the assessment coordinator, inclusion manager and Head Teacher will also:

- highlight and discuss pupils who have made no progress or are working below expectations, on a termly basis.
- Put appropriate interventions in place and monitor progress through those interventions
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- report to Governors regarding the policy, statutory test results and cohort targets

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The Government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

Reporting

Reporting to parents / carers provides opportunities for communication about their child's achievements, abilities and future next steps. Parent/teacher interviews are held in the Autumn and Spring terms; reports for EYFS, KS1 and KS2 pupils are written in the summer term and suggested next steps are set ready for the child to move to a new class in September. EYFS, KS1 and KS2 reports are written using the agreed school format and are very personal to each pupil. Reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem; however honesty and integrity will also be maintained.

We will:-

- Provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled and be involved in the process of setting next steps.
- Provide a yearly written report.

- Ensure results of statutory tests and assessments are reported to parents
- Discuss pupil progress at the request of parent by appointment.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

We will:

- meet regularly to moderate writing assessments
- moderate work through planning and book scrutiny, reporting back findings to members of staff
- moderate progression and standards through Subject Leader Moderation
- participate in moderation schemes in the Local Authority
- moderate with other local schools

Marking

Marking work is the responsibility of the class teacher; however peer marking, self-marking, group marking and support assistant marking can also be used. Whenever possible marking should take place with the pupil; however, if this is not appropriate, it should always take place as soon as possible and before the next lesson in that subject. Marking should be meaningful to the pupil and should focus on positives as well as development points. Staff should use diagnostic marking in English and Maths as stipulated in the Marking Policy (see Marking Policy).

We will:

- Mark regularly and carefully.
- Follow the school guidelines in the School's Marking Policy
- Use marking as a tool in the assessment process.
- Maintain a balance of hard and light touch marking
- Regularly share our views with the pupils either verbally or in writing.

Training for staff

The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and Evaluation

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.