# Barnabas Oley School

# Assessment Policy

Version:     2.1

Reviewed:     May 2016

Approved:  Miss J Hodges (Curriculum Chair)                Date:  6 May 2016

## Revision History

| Version | Author | Summary | Review Date | Next Review |
|---|---|---|---|---|
| 1.0 | | Original policy | 12/12/05 | |
| 2.0 | Becky Smith | Updated policy reviewed by staff. | Apr 2013 | Apr 2016 |
| 2.1 | Becky Smith | Changes to reflect new assessment tools | May 2016 | May 2018 |
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# Contents

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# 1    Introduction

Effective assessment is essential to quality teaching and learning.  Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further.  Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels.  This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.
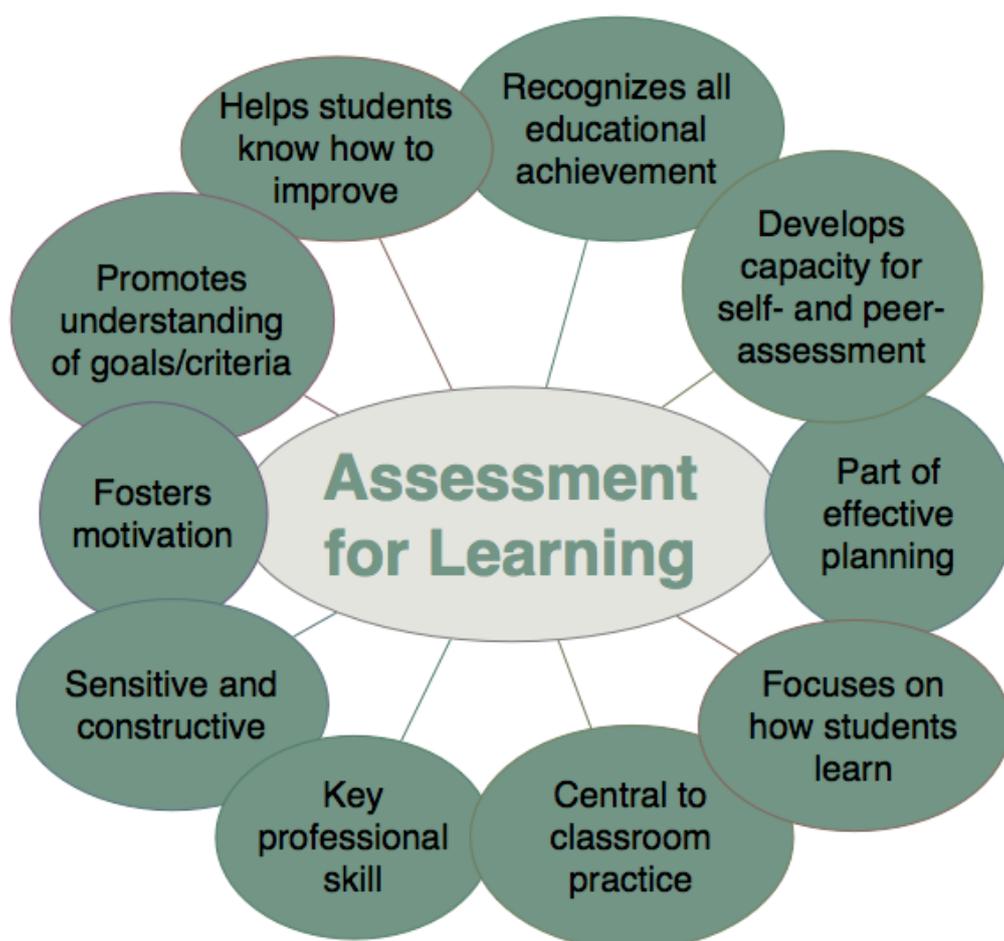
## 2       Aims

The purpose of assessment in our school is to provide information:

- For children to demonstrate what they know, understand and can do in their work
- To help children understand how well they are doing and what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each child
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress
- To provide the Headteacher and Senior Management Team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area
- To provide governors with information on the school's performance to aid their monitoring procedures
- To provide regular information for parents to enable them to support their child's learning
- To provide parents with information about the performance of the school

## 3       Responsibilities

3.1     Headteacher

- To maintain an overview of assessment in the school
- To monitor and develop consistency across the school
- To collate and analyse assessment data using O-Track and utilise the information to support school improvement and thus raise standards at a whole school level
- To ensure that statutory requirements are met
- To review and update the policy
- To monitor and evaluate the policy in practice
- To manage the whole school data systems
- To keep up to date and inform staff on latest information and requirements
- To develop the procedures for pupil progress meetings
- To lead pupil progress meetings
- To inform Governors about the school's performance on at least a termly basis

3.2     Senior Management Team

- To have a clear and detailed understanding of what the assessment information means about the school's performance
- To utilise assessment information to raise standards at a whole school level
- To schedule pupil progress meetings on a termly basis for teachers and senior leaders.
- To lead pupil progress meetings

3.3     Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment
- To advise colleagues on assessment and recording in their subject
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area

3.4     Class Teachers

- To identify learning objectives to be assessed on medium term plans
- To set individual targets
- To carry out ongoing formative assessment in accordance with this policy
- To carry out summative assessments on a half-termly basis in accordance with this policy and input this onto O-Track Class Manager and Deeper Learning
- To carry out a termly review on the assessment information for their class utilising O-Track
- To prepare and write reports for parents, colleagues and other agencies
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept
- To ensure that the specific assessments requested by the Special Educational Needs and Disability (SEND) Coordinator are carried out for pupils with SEND and that Individual Education Plans (IEPs) are maintained and regularly reviewed in accordance with the school's SEND Policy.

# 4     General Principles

The principles of assessment at this school are:

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis
- To involve children in their own assessment
- To keep manageable records
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress
- To keep governors informed about what the assessment information says about the performance of the school

# 5     Process

5.1      Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:

- Informing pupils of the learning objectives and success criteria each lesson
- Questioning throughout the lesson in order to judge pupil understanding
- Observations – either focused or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil
- Focused marking using learning objectives and success criteria
- Sampling pupils' work
- Carrying out diagnostic assessments and use of APP (assessment of pupil progress) guidance to monitor achievement and progress in Literacy and Numeracy.
- A standardised school assessment and recording format is used for Foundation subjects. (History, Geography, Science, PE and ICT)
- Using assessments and feedback from marking to inform the next stages of learning and planning

5.2      Termly Summative Assessments

Assessments of pupils are carried out on a half-termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- The Foundation Stage Profile is utilised to assess pupils in Reception
- In KS1 and 2, National assessments are carried out in reading, SPAG (spelling and grammar) and maths. A range of assessment methods are utilised as specified by the maths and literacy subject leaders (see Appendix 2 & 3). Writing is assessed by teachers and moderated externally.
- Class teachers ensure that assessment information is recorded on O-Track each term.
- Class teachers report on the assessment information for their class focusing on how well the pupils are attaining and progressing, the factors that have contributed to this attainment and progress and which pupils will need targeted support.

# 6      Data Analysis

The headteacher utilises the class teacher reports and the assessment data on O-Track to carry out an analysis of the data each half-term. This information is utilised to inform the:

- Pupil Progress meeting discussions
- School Self Evaluation
- Half-termly headteacher report to Governors
- Data reports to Full Governing Body
- School Development Plan

## 7        Pupil Progress Meetings

These are held on a termly basis and are attended by the class teacher(s) and senior leaders as follows:

- Reception- Headteacher and Deputy Headteacher
- Year 1 – Headteacher and Deputy Headteacher
- Year 2- Headteacher and Deputy Headteacher
- Year 3 – Headteacher and Deputy Headteacher
- Year 4 – Headteacher and Assistant Head
- Year 5 – Headteacher and Assistant Head
- Year 6 – Headteacher and Assistant Head

The focus of the pupil progress meetings is:

- to discuss attainment and progress generally within the class using the termly data to provide context and any additional information gained from the data analysis by the Headteacher
- Set targets for any pupils that require additional support and devise plans for how these targets will be achieved
- To complete/up-date Interventions records

## 8        End of Year Assessments

A summative assessment is made at the end of each year in Speaking and Listening, Reading, Writing, Maths and Science and the Parent reports indicate how well each pupil is attaining compared to the expected standard:

Assessment data is reported annually to the Local Authority/DFE at the end of:

- Reception
- Year 1 (Phonics Screening Test)
- Year 2
- Year 6

## 9        Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. See the Marking Policy for detailed information.

## 10       Recording

A variety of recording systems are used which are manageable and purposeful.

Assessment data is recorded centrally on O-Track.

## 11       Assessment Moderation

Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.

Assessment moderation is also carried out by subject leaders with subject leaders of other schools in order to ensure consistency and against the standards materials.

## 12      Monitoring and Evaluation

The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

Literacy and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.

Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject. Book scrutinies will also take place.

## 13      Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year along with written information on the children's attainment and their targets. A comprehensive written report is provided at the end of the summer term.  The reports are written in a clear, straightforward manner and are personal to the child. There is a standard format used across the school for all reports. Parents are invited to respond and comment upon their child's report. They inform parents of:

- How their child is performing in relation to their past achievements and to national standards
- Their child's strengths and any particular achievements
- Areas of development and improvement
- How they can help
- Whether the child is happy, settled and behaving well

An invitation is given at the end of the term to enable parents to see their child's work and discuss their report with the class teacher. In addition, meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

## 14      Special Educational Needs and Disability (SEND)

Early identification of children with special educational needs is essential.  The school's SEND Policy gives details of the procedures for identification and assessment.

## 15      Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.

Transition meetings are held between class teachers and with the Secondary school at the end of year 6

When children move schools, information is sent through the CTF (common transfer file).

## 16      Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs.  This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement

***This policy should be read in conjunction with the Marking policy.***