



Bentley Heath C of E Primary School

Assessment Policy

September 2018

Rationale

At Bentley Heath Church of England Primary School we believe assessment is fundamental to being able to extend and challenge children's learning so that they can fulfil their potential.

Assessment should be incorporate systematically into teaching strategies in order to assess progress, diagnose any needed developments, whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEN Code of Practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Principles

1. **Assessment is at the heart of teaching**
 - Assessment provides evidence to guide teaching and learning
 - Assessment provides the opportunity for children to demonstrate and review their progress
2. **Assessment is fair, honest and consistent**
 - Assessment is inclusive of all abilities
 - Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
 - Assessment outcomes are used in ways that minimise undesirable effects
 - Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
 - Assessment judgements are moderated by experienced professionals to ensure their accuracy
 - Judgements are formed according to common principles
 - The results are readily understandable by third parties
 - The school's results are capable of comparison with other local schools, both locally and nationally
3. **Assessment helps drive improvement for pupils and teachers**
 - Assessment and feedback helps pupils in developing their learning
 - Assessments provides meaningful and understandable information to parents to help them support their children with their learning
 - Assessment supports teachers in planning teaching and learning sequences which develop pupils' knowledge, skills and understanding of key concepts to a deep level
 - Assessment provides meaningful and understandable information to school leaders and governors in planning and allocating resources

4. Assessment produces recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Types of Assessment

Formative: This is the on-going assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. We use MSC (Must / Should / Could), HULK (How we managed / Understanding / Looking at the tricky bit / Knowing the next step) and \triangle to ensure that children have ownership of their next steps and these are directly linked with marking, questioning and feedback.

Summative: We complete formal summative assessments at the end of each unit of work to measure pupils' knowledge, skills and understanding of key concepts. The results of these assessments are used to inform judgements of attainment which are placed on School Pupil Tracker.

We use NFER Reading and Maths Tests in May each year. Providing up-to-date standardisation, the tests are used to help monitor pupil progress and to identify pupils' individual strengths and weaknesses, meaning support can be better tailored to meet their needs.

Assessment for Learning: Teachers and teaching assistants use a variety of strategies to inform them about their pupils' current level of understanding and progress in a lesson. These strategies may be used at the outset of the lesson, during and within it and at the end of the lesson or unit of work.

Strategies may include:

- Mini whiteboard work
- Traffic light progress and understanding cards
- Targeted questioning
- Learning ladders / steps to success
- Use of 'lolly sticks' for random questioning
- Feedback that links to the success criteria
- Children's comments both written and oral about their progress
- Talk partners
- Peer and self-evaluation

The results of assessment for learning are used to adapt and modify teaching to ensure children are challenged and supported in their on-going progress and acquisition of key skills and concepts.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. miscue analysis, etc. Further information can be obtained from the school's Assistant Head teacher for Inclusion.

Assessment in the Early Years Foundation Stage

On entry to the school in either Nursery or Reception the children will be assessed to provide a baseline for their knowledge and skills. Baseline assessments will be completed in the fourth week after the children have arrived in the school. The results are used to inform planning, set targets and aid the early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the *Early Years Foundation Stage Profile (EYFSP)* which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded in the Profile on School Pupil Tracker, 2Build and Profile Folders / Learning Journals. In Nursery and Reception these judgements are made against the age specific criteria from Development Matters.

In Reception there are 17 ELG (Early learning Goal) descriptors, together with a short narrative describing the child's three characteristics of effective learning. For each ELG practitioners must judge whether a child is meeting the level of development expected at the end of Reception Year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Records and Record Keeping

Teachers use records to review pupils' progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teacher's planning
- Children's work / books
- Teacher's notes eg. Evaluations on planning
- School Pupil Tracker – termly assessments for reading, writing, maths and science at KS1 & KS2.
- School Pupil Tracker – on-going assessment grids for the EYFS areas of learning completed by Nursery and Reception staff.
- Foundation subject assessments – kept termly or at the end of each unit of work.
- Pupil progress meeting records which includes a review of the progress of pupils on School Pupil Tracker.

Marking

Marking should follow the school's marking code. Marking is instrumental in ensuring a personalised learning journey for all children is realised.

Marking should directly relate to the area of learning's success criteria. Its primary aim is to ensure that a pupil can move forward in their learning and teachers know what the gaps are so that they can be supported in the planning process. Time should be given in lessons for the pupils to review and respond to the marking ahead of the next session.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to identify and review their own next steps (with guidance from the teacher).

Strategies for feedback may include:

- Teacher conferencing
- Teacher's focused questioning
- Peer marking and editing that directly link to the success criteria
- Pupil questions and comments that link directly to the success criteria
- Pupil review of success criteria – HULK / MSC 
- Teacher in-depth marking

Up to a total of five spellings should be corrected in any one piece of work. A pupil's next steps or development points should be commented on in most pieces of work. Children should be given the opportunity to read, comment on and react to any marking. For younger or SEN pupils this may require an adult to talk to them.

Standardisation / Moderation

The process of moderation is an essential part of any assessment system. At Bentley Heath teachers are involved in the moderation process to ensure agreement on criteria for making judgements about work in the following ways:

- With colleagues in school
- With colleagues from other schools within the Rural South Solihull Partnership
- By attending LA sessions to ensure our judgements are in line with national expectations

School portfolios of moderated work will be kept by subject leaders and FKS Leader.

Reporting

Reports promote and provide:

- Good home / school relationships
- Information to parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents once a year at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the Bentley Heath Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for English and mathematics are also set.

