Assessment Policy

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2020 2022

**ASSESSMENT POLICY**

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| **PERSON RESPONSIBLE FOR POLICY:**  **APPROVED: SLT** | **VICKY SIMMONS** |
| **DATE: DECEMBER 2020** |
| **SIGNED: V E Simmons** | **ROLE: ASSESSMENT COORDINATOR/ ASSISTANT HEADTEACHER** |
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At Bentley New Village School, we passionately believe that all our children deserve to have the necessary tools, stimuli and environments to inspire and enable them to be active learners; to be flexible, proactive, decide where and with whom they want to work so that learning is optimized and potentials met.

**We believe that:**

* **All children can learn. All staff and children are able to recognise the value of learning.**
* ***All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.**
* **Learning takes place in *all areas* of our school and through the *entire* learning day - inside and outside of the classroom.**
* **Children should be taught how to learn; learning how to be an outstanding learner is paramount to the ethos, aims and dynamics of New Village School.**
* **Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.**
* ***All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.**
* **Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning**
* **Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.**
* **New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.**

**ASSESSMENT POLICY**

**1. Rationale**

Assessment lies at the heart of the process of promoting children’s learning. It provides a framework within which educational objectives may be set and children’s progress demonstrated and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without levels (Sept 2015) and in line with the ‘Purposes and Principles of Assessment without Levels’.

**2. Aims**

Using the principles and processes of assessment at Bentley New Village Primary, we aim to:

• monitor progress and support learning

• recognise the achievements of pupils

• guide future planning, teaching and curriculum development

• inform parents and the wider community of pupil achievement

• provide information to ensure continuity when the pupil changes school or year group

• comply with statutory requirements

Two distinct types of assessment are identified and used in our school. These are:

**Assessment for learning (AfL)**

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils’ strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

**Assessment of learning**

Assessment of learning is more associated with judgements based on scores for statutory or summative purposes. Assessment of learning describes and labels past learning. Both are essential in raising standards and should be used in all classes within our school.

**3. Objectives**

Assessment practices in our school will:

• raise standards of attainment and behaviour, and improve pupil attitudes and response

• enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required

• promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement

• guide and support the teacher as planner, provider and evaluator

• enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn

• draw upon as wide a range of evidence as possible using a variety of assessment activities

• track pupil performance and in particular identify those pupils at risk of underachievement

• provide information which can be used by teachers and the head teacher as they plan for individual pupils and cohorts

• provide information which can be used by parents or carers to understand their pupils’ strengths, weaknesses and progress

• provide information which can be used to evaluate a school’s performance against its own previous attainment over time and against national standards.

**4. Types of assessment**

The following diagram demonstrates the regularity and is an illustration of the proportionate role different forms of assessment take in school.

At New Village, the use of both ***Formative*** and ***Summative*** assessment are expected to be seen in the following ways:

***Formative assessment*** is an integral part of teaching and learning. It supports pupils in recognising their own strengths and areas for development. Formative assessment allows teachers to plan effectively to target interventions by identifying where a pupil is working above, working within or below age related expectations.

* Observations
* Sharing LO
* Questioning
* Variety of techniques (whiteboards, talk partners, number fans)
* Effective feedback – through marking and verbal (see guidance on marking and feedback)
* Self and peer assessment
* Use of success criteria (Outcome and Procedural)
* Target setting
* Pre-assessment tasks (Quizzes, activities)

**Teachers should consider these when deciding on type of assessment:**

* What will this assessment tell me about pupils’ knowledge and understanding of the topic, concept or skill?
* How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
* How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?
* How will I ensure my approaches to assessment are inclusive of all abilities?
* How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
* What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
* Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

***In School and Nationally, standardised summative assessment*** has a range of purposes. Summative assessments are used by leaders at New Village to provide overall pictures of progress across areas of the curriculum, key stage, individual pupils and specific vulnerability groups. The information is used to inform self-evaluation, inform judgements on the quality of provision and to plan the response to the changing needs of the pupils. Teachers will use Summative assessment to inform judgements about pupils’ attainment and as a tool to reflect on their own teaching.

Children are assessed termly and progress and attainment data is recorded on school tracking.

**Nursery/Foundation Stage Profile:**

* The Early Years Foundation Stage (EYFS) is used to monitor individual children’s progress termly. Stages of development in all areas of learning are highlighted for each child and slow progress or high achievement in areas of learning & development, and next steps, are identified and planned for.
* Progress and attainment is tracked termly in the key areas of learning. For Nursery, these are the prime areas and for Reception, all the prime areas and English and Maths.

**Expected standards for Early Years are:**

**Nursery**

* 30-50 months = In line with ARE (Age Related Expectations)
* 22-36 months = Below ARE
* Any other lower age band below = Significantly below ARE

**Reception**

* 40-60 months = In line with ARE
* 30-50 months = Below ARE
* Any other lower age band below = Significantly below ARE

**GLD**

Children’s attainment is recorded in the school tracking system and discussed termly at Pupil Progress meetings. The Good Level of Development (GLD) is a performance measure for EYFS pupils. Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

* the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language)
* the early learning goals in the specific areas of mathematics and English.

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals. The levels attained by children at the end of the EYFS are allocated a number as follows: Emerging = 1, Expected = 2 and Exceeding = 3. For each of the 17 early learning goals, a child is recorded as having achieved a 1, 2 or 3 so it is possible to give children an overall “score”.

**Years 2 & 6:**

May – children complete the National Curriculum Tests (SATs) in Reading, Maths, Grammar & Punctuation and Spelling.

Half termly, throughout the year in preparation, teachers assess pupil attainment using past SATs papers. All assessments are followed with a Question Level Analysis to identify key areas to be focused on.

**Years 1, 3, 4, & 5:**

Teachers assess pupil attainment in Reading, Writing, Maths and SPaG against the National Curriculum objectives termly and teachers decide whether the children are:

* **Below** — Not working at the actual Curriculum Age for them. Teachers to identify the curriculum age of a child e.g. actual age is year 4 child is working at beginning y2.
* **National** — Secure in the majority of the ARE (either developing or embedded).
* **Working Above**— Secure in almost all of the ARE and is able to use and apply their knowledge and skills confidently.

Parents are informed about their child’s progress towards meeting national expectations (Age Related Expectations) at the Parents’ Evenings and in their end of year reports.

**Other summative assessments include:**

* Phonics Screening at the end of Year 1
* Multiplication Screening at the end of Year 4

**Class teachers are also required to assess the following curriculum areas termly:**

* Assessment of all children on the Read, Write Inc programme is carried out termly and children are re-grouped according to their levels and progress.
* Science: Assessments against the key skills and knowledge within the new curriculum are carried out termly with an overall assessment at the end of the year.
* Oracy : Assessment against the 12 individual Attainment Targets termly
* Words Per Minute: Assessed throughout school on a termly basis
* Key Spellings: Use of appropriate Key spelling list from NC appendix
* Salford Reading: in Key Stage 1 only

For all of the foundation subjects, teachers decide whether children are **working below, working at or working above** at the end of the summer term.

**5. Recording Assessments:**

In English, after each lesson or block of lessons, teachers to complete the ongoing assessments on their planning document. In Maths, after each unit, teachers to complete assessments against the Key Performance Indicators

Foundation Subjects are recorded in a bespoke spreadsheet. This allows teachers to record data against curriculum objectives on a regular basis. This will identify any gaps in teaching and where curriculum focus needs to be

**6. Special Educational Needs**

Pupils identified on the SEND register are assessed in line with other pupils using the pre key stage National Curriculum Standards or age-related expectations. Teachers use pupils’ work in books to support and contribute to their formative and, ultimately, summative assessment. For those children working below their actual curriculum age, attainment will be measured using the Analysing Pupil Progress document. This will identify the specific targets for children to achieve before moving on.

In addition to standard assessment, New Village will make use of a range of additional diagnostic assessments to contribute to the early and accurate identification of pupil’s special educational needs and indicate requirements for support and intervention. The SENCO has the overall responsibility for such procedures and the overall charge of ensuring that assessment results are used to improve learning, working in close liaison with all members of the SLT.

All Teaching Assistants play a vital part in this support teaching of children, with the corresponding responsibility to informally assess and to liaise with the appropriate teacher.

**7. English as an Additional Language**

From Autumn 2016, schools were required to categorise their EAL pupils as part of the census, using the categories A to F, as a school we decided to continue this monitoring to identify strengths in other areas which may not be identified through summative testing.  We use the **Bells Foundation assessment criteria**, measuring Speaking, Listening, Reading and Writing. This measures against 5 bands of English Language proficiency:

* New to English/Beginning
* Early Asquistion/Emerging
* Developing Competence/Expanding
* Competent/Diversifying
* Fluent

This assessment is to be completed Termly and results shared with Assessment Lead.

**8. Pupil Progress Meetings**

Summative assessment data for the Early Years Foundation Stage and Years 1-6 is shared with Head teacher and Assessment Lead for analysis in terms of key groups i.e. Gender, Free School Meals, SEN, Ethnicities and Pupil Premium. Progress meetings are held termly to discuss individual children’s progress and to put in place provision to meet the needs of each child and each key group. These meetings have a clear focus, which is shared in a timetable at the beginning of the school year. The data analysis informs the SDP and SEF documentation and drives forward staff training and support packages within school.

**9. Moderation**

The process of moderation is an essential part of our school assessment system. As a school, we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the cohorts and school. Members of SLT, SMT and teachers are involved in the moderation process to ensure accuracy and consistency in the following ways:

* With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders
* With colleagues from other schools
* With LA moderators and by attending LA sessions to ensure our judgements are in line with other schools

Moderation can take place at any given time during the academic year, but always prior to data being submitted for Pupil Progress Meetings to ensure accuracy of judgements.

**10. Evaluation and review**

* The Assessment Leader is responsible for updating this policy in line with any new developments and new government guidance.
* All staff are expected to follow the policy
* SLT will monitor the implementation of this policy across the school and, following ongoing reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across all areas of New Village.
* The policy will be evaluated regularly by members of the SLT
* The policy will be reviewed annually