



Bearpark Primary School

Assessment Policy

Adopted: October 2020

Signed _____ Head Teacher

Signed _____ Chair of Governors

Date of review: October 2021

BEARPARK PRIMARY SCHOOL

ASSESSMENT POLICY

(Including Recording and Reporting. To be read in conjunction with Marking and Feedback Policy)

All schools have a statutory responsibility to provide a curriculum framework within which arrangements for assessment, recording and reporting are integral. Bearpark Primary School supports the belief that assessment, recording and reporting should be part of the planning process and clearly linked to teaching and learning.

ASSESSMENT

Rationale

We believe the key purpose of assessment is to raise the attainment of pupils and to move them forward in their learning. This policy makes clear:

- Our vision of the role of assessment as part of teaching and learning and whole school strategic improvement.
- The main principles of assessment and our implementation of them.
- The procedures in place for the monitoring and evaluating of assessment practices.
- Defines clear responsibilities in relation to assessment.
- Provides clear definitions and purposes of different forms of assessment

Aims

Assessment should:

- inform senior leaders of the impact of individual teachers upon pupils' learning
- establish what children know, understand and can do
- enable individual pupils to make progress
- gather information on individuals, groups or cohorts to inform target-setting
- establish how learners are performing in relation to age related and national expectations
- inform planning for future teaching and learning
- allow senior leaders to track progress and inform the school's strategic plans
- provide regular feedback to pupils on their 'next steps of learning' and how they can be achieved
- provide opportunities for pupils to participate in the assessment process through self and peer assessment
- provide information for parents, other teachers and staff, outside agencies, and at key points, the Local Authority and Department for Education.

RECORDING

Rationale

Recording must be ongoing, manageable and useful. Recording enables teachers and senior leaders to monitor pupil's individual progress. It provides documented evidence of achievements and can signal successes and also highlight pupils who are not performing as expected. Recording should also inform planning, pupil progress meetings and verbal or written reports.

Aims

- to include information on achievement, skills, abilities, standards reached and progress made
- to involve pupils in reviewing their own work and recording progress
- to illustrate strengths and achievements within the context of their learning
- to be a useful and manageable part of teaching and learning to support pupils' achievement

REPORTING

Rationale

Reporting must be manageable and relevant. Reporting occurs at various levels throughout the school, for example; between staff or between teachers and parents. Reporting also occurs both in verbal and written forms. Written reports follow agreed procedures and report legal requirements including end of Key Stage results. Reporting also provides a basis for communication which informs on progress and attainment and also highlights areas for improvement and informs target-setting.

Aims

- to fulfil the statutory requirement to report annually to parents
- to provide information which reflects all aspects of a pupils' achievement
- to write reports which are clear and meaningful and in a language accessible to the reader
- to provide reports which encourage and motivate children as well as identifying future targets

Responsibilities

Teachers

Teachers are responsible for carrying out formative and summative assessments (see Guidance document) with individual pupils, small groups and the whole class. They should provide feedback, when appropriate, sharing outcomes with pupils as part of an ongoing dialogue about the learning process. Formative assessment should provide teachers with information that is used to impact upon future planning, teaching and learning and that is used to form a judgment that is recorded on the school's tracking system at key points during the year. The outcomes of summative assessments are to be reported to the Assessment Lead and recorded on the tracking system. The outcomes of assessment will be shared with parents at Parent Consultation meetings, in termly reports and in pupils' Annual Reports.

Teaching Assistants

Teaching assistants are responsible for carrying out formative assessments with individual pupils and small groups under the direction of the class teacher. TAs should feedback any information gathered through formative assessment practices to class teachers to enable further planning, teaching and learning to be adapted in the light of outcomes. TAs should provide feedback to pupils on their successes as well as identifying what pupils could do to improve their work.

Subject Leaders

Subject leaders are responsible for ensuring that:

- all staff are familiar with the Assessment Policy and understand how it relates to their subject
- assessments are carried out, recorded and shared with parents and the Assessment Coordinator when appropriate
- monitor standards in their subject liaising with senior leaders if relevant.

Assessment Coordinator

The Assessment Coordinator is responsible for ensuring that:

- each class teacher inputs data gathered from formative or summative assessment into the tracking system at agreed points in the year
- teachers use pupil tracking to analyse the performance of individuals and specific pupil groupings. This information is to form the basis of pupil progress meetings and for target setting.
- Summative assessment tasks are carried out and relevant data is collated.

Head Teacher

The Head Teacher is responsible for ensuring that:

- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including cohort, specific pupil groups and for individual pupils
- Identifying pupil groups who may be at risk of underachieving
- Prioritising key actions to address underachievement of pupils and groups

- Holding teachers to account for the progress and attainment of individual pupils and pupils groupings in periodic pupil progress meetings
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over time.

Governors

Governors are responsible for monitoring whole school performance data provided by the Head Teacher but should also view an independent analyse as provided by Fischer Family Trust (FFT) Data Dashboard.

Inclusion

All pupils, including those identified as SEND or more able, will be assessed using formative and summative practices to ensure that planning for teaching and learning is appropriately pitched and will result in progress being made. When assessing pupils who are working below the level expected for a pupil of that age teachers will track back through the curriculum to find the relevant point. For pupils who are exceeding age related expectations teachers will aim to provide an enriched curriculum that adds breadth and depth to learning opportunities.

Equal Opportunities

We believe that all children are entitled to be recognised for their achievement, skills, abilities and progress throughout the whole curriculum. This policy and associated guidelines encourage the participation of all children. Any marking, written feedback or reports will be in a language accessible by its appropriate audience, be these children with special educational needs, parents or outside agencies.

Monitoring, Moderation and Evaluation

Senior leaders and the Assessment Manager take overall responsibility for ensuring that the Assessment Policy is implemented within school and its effectiveness is monitored. Policy and practice will be regularly reviewed with staff.

Moderation of assessments will be undertaken throughout the year:

- Internally e.g. moderation of writing by class teachers and English subject lead, EYs data
- Across schools e.g. moderation of writing by class teachers in Y2 and Y6 with colleagues in another school
- External e.g. Local Authority moderation of EYs, Year 2 and Year 6

Evaluation of assessment materials and procedures will take place regularly by senior leaders to ensure that the practices employed fulfil statutory requirements and are appropriate for the needs of the school and the pupils within it.