**Bewsey Lodge Primary School**



**Assessment Policy**

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| Reviewed by staff | September 2021 |
| Date of Review | September 2024 |

**Our safeguarding mission statement**

Our mission is to ensure that all children and adults are safe from harm at all times and can thrive in an environment which is secure and free from abuse or bullying of any kind.

We work hard in creating a welcoming atmosphere, which develops the social and emotional needs of everyone; supporting, questioning, loving. At our school people are nurtured, valued and treated equally. Worries, concerns and thoughts are listened to and addressed in an environment of mutual respect.

At our school we are proud to feel:

**SAFE SECURE LOVED**

**The purpose of this policy is to:**

* Support staff in ensuring a consistent vision of assessment at Bewsey Lodge.
* Support parents in beginning to understand how well their child is doing compared to age related expectations.
* Support staff in maintaining and raising the standards of achievement, and attainment, for all our pupils over time.
* Provide staff with clear guidelines regarding summative assessment.
* Provide clear responsibilities in regard to assessment.

**Vision**

At Bewsey Lodge Primary School we view assessment as an important tool for monitoring and tracking children’s progress, informing future planning and for providing information that will action intervention and IEP support programmes. We also see assessment as a celebration of results and achievement.

**Purpose**

The purpose of assessment at Bewsey Lodge is to help the learner make progress and reach their potential. This will be achieved by considering the following:

* Assessment information will be gathered from looking at what pupils already know, understand and can do to inform planning.
* Outcomes will be used to plan appropriate teaching and learning strategies.
* Identifying pupils who are falling behind in their learning.
* Identifying pupils who may need additional support to ‘catch-up’ with their peers.
* Enabling pupils to make good progress and achieve age related expectations.
* Enabling pupils to understand how to improve as a result of useful feedback, written or oral, from teachers.

**Principles of in school assessment**

The school will make good use of formative and summative assessment approaches and ensure the correct balance between these approaches.

At the core of this policy is the recognition that high quality formative assessment will have a greater impact on rates of pupil progress than too frequent summative assessments.

Formative assessment involves more than marking and feeding back; it is bound into the next steps, looks forward as well as back and is closely allied to forward planning.

**Assessment at Bewsey Lodge will:**

* Enable individual pupils to make progress in their learning.
* Relate to shared learning objectives.
* Be underpinned by confidence that every child can improve.
* Help all pupils demonstrate what they know, understand and are able to do independently.
* Involve success criteria that is shared and that work is assessed against the criteria.
* Include reliable judgements about how learners are performing, related where appropriate to national standards.
* Involve both teacher and pupil reviewing and reflecting upon assessment information.
* Providing feedback which leads to pupils recognising the next, steps in their learning and how to work towards achieving these.
* Enable teachers to plan more effectively by using assessment outcomes to develop next steps.
* Provide us with information to evaluate our own practice and set appropriate targets at whole school, class and individual pupil levels.
* Enable parents to understand and be involved in their child’s progress.
* Ensure that our practises are fully inclusive.

**Roles & Responsibilities**

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments with individual pupils, sample groups and whole classes, depending on the context. These outcomes will be shared with pupils as part of an on-going assessment dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the SMT. These outcomes will be shared with parents at Parent Consultation Meetings and in each term’s pupil report.

Subject leaders are responsible for monitoring standards in their subject according to the expectations set out in the National Curriculum.

**Summative Assessment**

**Reading, Writing & Maths**

Formal assessment in reading, writing and maths will take place three times a year. It will involve both teacher assessment and standardised testing. Once assessments have taken place, it is the responsibility of the class teacher to ensure that they are marked according to the marking guidance issued with the assessment. It is also the responsibility of the class teacher to analyse data to inform future planning.

All results will be shared with the SMT in order to monitor pupil progress and attainment. The assessment coordinator will analyse data and provide the head teacher with required statistics. Following data analysis, the head teacher and SMT will conduct pupil progress meetings with each class teacher to discuss the rate of progress within their class and the next steps in raising attainment/progress.

**Foundation Subjects & Science**

With foundation subjects and science, assessment focuses on the key knowledge, skills, and learning objectives identified in the National Curriculum. These objectives are identified each term in teacher’s planning.

**Assessment across the Foundation Subjects & Science**

* Teachers gather evidence about pupils’ prior knowledge and understanding by completing a multiple-choice quiz at the beginning of each topic and recording pupil scores.
* The same quiz is carried out at the end of the topic to demonstrate progress.
* To further advise teacher assessment and for pupils to demonstrate the acquisition of key skills, understanding and vocabulary, open-ended challenges are delivered at the end of each topic.
* Children will be assessed against key-skills using a 1, 2 and 3 numerical system.
	+ 1 = working towards key-skill
	+ 2 = achieving key skill
	+ 3 = exceeding key skill
* Teachers report termly to the appropriate Subject Leader indicating which children fit into each band.
* Records of attainment are kept and transferred to new teachers on transition.
* In certain subjects, such as art and music, teacher assessment is based on evidence gathered during weekly sessions.
* An end of year science test will be completed from Year 1-Year 6 to assess knowledge gained over the year.

**Marking, Recording & Sharing of Information**

Marking must be purposeful, ensuring that all children have work marked in a way that will: improve their learning; develop their self-confidence; raise their self-esteem and provide opportunities for self-assessment. This feedback will also provide the children with an overview of how far they have come in their learning, and what their next steps are. As a result there will be greater consistency in the way in which children’s work is marked through all Key Stages. It will also provide the on-going assessment that should inform future planning.

**Practice:**

* Marking alongside the child is clearly desirable and should be done whenever possible.
* Using peer assessment, such as proof reading and check listing against a set of criteria encourages children to become more critically aware of standards and success criteria.
* Diddy-dots, stickers, certificates and stamps are all acceptable as a means of recognising exemplary work and effort.

**Corrections:**

Corrections should be based on individual children’s needs.

* **Spelling** errors should be recognised If the pupil knows or should know how to spell a word and the mistake is through carelessness; it should be corrected by the child. These words may be corrected immediately or used as part of a spelling focus.
* **Punctuation and grammar** errors should be recognised when appropriate, depending on the level of ability and expectations. If mistakes are made through carelessness, the child should correct them. If the error is made through experimenting with structure the teacher should correct, preferably with the child present. Commentary should be made on presentation / handwriting.
* In **Maths,** if errors are made through carelessness the child should correct them. If the errors are through investigation they should be identified and corrected by the teacher, preferably with the child present.

Marking needs to be visible to the child but should not overpower their work.

* Teachers mark in **GREEN.**
* Teaching Assistants mark in **RED.**
* Children self-assess in **PURPLE.**

Left corner/margin marking:

* Fully supported work is indicated with an S in a circle.
* Partially supported work is indicated with a PS in a circle.
* Group/guided work is indicated with GW in a circle (no other code required).
* Independent work when significant is indicated with an I in a circle.
* Work completed with a supply teacher is indicated with a ST in a circle.
* Working directly with the children on their targets use VF (verbal feedback).

**Self-assessment and reflection – IN WRITING:**

Midway through a task, children will be given an opportunity to check if they have met their target.

* **®** in purple; written in the left margin where appropriate.

Upon completion of a task children will indicate how well they have met their target.

* They will tick, circle or underline where they have met their targets in PURPLE – Reflection.
* In some cases, a child’s target may be a ‘whole piece’ target such as: *I can write in a cursive style –* in these cases the child should make a comment on how they think they have done in relation to that target e.g. *I thought my handwriting was much better today.*
* The teacher/teaching assistant may follow up with a reflective comment, next steps (where appropriate), praise and reward and/or reflective task or challenge for the child to enhance learning.
* These techniques will be used to encourage children to address the next steps in their learning and to indicate whether or not children understand their targets or need further teacher support in meeting them.

**Self-assessment and reflection – IN OTHER SUBJECT AREAS:**

Any of the above strategies should be employed by the teacher to enhance learning where appropriate. All targets should be relevant to the subject content and any commentary or reflection by teacher, TA or child should be in response to those targets.

**Parents**

Each term, results of assessments in reading, writing and maths will be shared with parents. A more formal school report will be produced in the summer term for each pupil. Parents will have the opportunity to discuss their child's report with their class teacher. If a child is found to be under achieving or not making progress, parents will be informed immediately and further support will be implemented, such as an IEP or intervention programme.

**Children**

At Bewsey Lodge we believe that children must take ownership and responsibility of their own learning. It is important that every child fully understands what itis they need to do in order to move forward in their learning.

After every assessment our children are encouraged to:

* Think about the areas they found difficult and set targets with their teacher to help them move forward in their learning.
* Work towards these targets and ask for help and advice when required.
* Review their targets and celebrate their success.

**SEN & Equal Opportunities**

It is the responsibility of all staff to ensure that during assessments all children are given equal opportunities to be able to work to the best of their ability. All SEN children should be provided with the correct level of support and resources set out in the assessment guidelines.

# Quality Assurance of Standards

**Quality assuring teacher assessment in the non-reporting years**

**EYFS** - The school will standardise against the Early Learning Goals in the early years to ensure consistency with the EYFSP.

**KS1 &KS2 –** The school will standardise against age related expectations within and across KS1 and KS2. Those children who may not yet be meeting age related expectations will be assessed on the year group targets of previous years.

The school will moderate judgements both internally and within cluster schools to allow the consistency of teacher assessment to be evaluated across KS1 andKS2.

# Quality assuring standards in Reception, Year 2 & 6

In these year groups the school is required to follow the guidance outlined by the standards and testing agency through the assessment and reporting arrangements. This guidance is updated each year.

* The school will ensure that school practice in teacher assessment is in line with the Standards and Testing Agency guidance for **effective practice** in the moderation of teacher assessment.
* The school will ensure that testing at KS1 and KS2 is in line with the Standards and Testing Agency guidance for effective administration of the end of key stage tests.

**Assessment Schedules**

***Children with SEN support, who are significantly below age related expectations, will be assessed using B Squared. Phonics screening in Year 2 & 3 is only for pupils who have not reached the pass level at the end of Year 1.***

**Maths:** Fortnightly times tables in Year 4. Facts and Strategies skills measured at the end of every half term for Year 1 – Year 6.

**Science:** An end of year science test will be completed from Year 1-Year to assess knowledge gained over the year.

**What is meant by ‘independent’ work?**

Independence shows itself in different ways: it does not simply mean that a child works alone and unaided, as would be the case in a test. It can be most clearly evidenced when a child applies the learning in other contexts.

In everyday terms, it is more realistic to think of children’s learning on a continuum between supported, scaffolded and independent achievement. There are definite stages in this process, when the degree of support or scaffolding is reduced. The new standards recognise that in general, it is the degree to which a learner can achieve something *'independently'* that forms the basis for how secure a judgement is.

When planning, teaching and reviewing evidence of learning, it is helpful to consider to what extent the work allows for or demonstrates independence. Identifying independence might include thinking about:

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| **Points to consider** | **Example** |
| How closely a teacher works with a child to achieve the task or outcome  | Child works in a focus group with teacher or learning assistant  |
| The way that the task or activity is structured  | This may include the use of * + - mathematics apparatus
		- prompts for writing
 |
| How children are grouped for the work  | Mixed ability so more able support less able  |
| A child’s familiarity with the tasks or structure of the task to be undertaken  | Work on it all week and then assessed  |
| The degree of support given by the mode of response  | If resources such as writing frames or worksheets are used. |

All of these approaches to scaffolding will impact on the independence of the work and how secure judgements are a true reflection of the new national standard.

It must be recognised that independent work of this kind typically occurs at some distance from direct teaching, for example when concepts and skills taught in one context are applied in another.

The expectation of the standard being that a child who has securely grasped a concept or rule will apply it across all their work can be evidenced by drawing from other subjects rather than when the focus of the lesson is literacy or maths.

The amount of support or scaffolding that a child receives will impact on the security of judgements made; hence by referring to a wide range of sources from across other subjects you will have a truer picture of the child’s attainment, some distance from their direct teaching. The challenge is to ensure that these opportunities are identified across subjects and are an integral part of the curriculum.