Assessment Policy

Assessment is viewed as essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information for a range of audiences.

Assessment at Billingshurst Primary School will be:

- Positive
- Manageable
- Useful and used
- Consistent

Aims

To track individual progress.

To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels.

To gather information to inform teachers of what will be taught next.

To provide valuable and focused feedback to learners.

To provide information to inform the school's strategic planning.

Guidelines
Assessment will be used in the following ways:

- formative - the information gained "forms" or affects the next learning experience and informs the learner.
- diagnostic - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- evaluative - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- summative - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

Effective assessment in this school is characterised by:

• Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from

- Pre-school to BPS

- Foundation Stage (Foundation Stage Profile) to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3
- Year group to year group

• To analyse performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of groups of pupils (to include but not exclusive to):

- from minority groups
- who are disadvantaged
- with special educational needs and disabilities
- who are gifted and talented
- eligible for free school meals
- on the basis of gender
- with English as an additional language;
- travellers;
- asylum seekers;
- refugees;
- pupils who are looked after by the local authority.
- members of school identified target groups

Assessment in this school is enhanced by:

- The use of ongoing teacher assessment and moderation consistently across the key stages.
- Pupil Progress meetings
- Informed planning
- Pupils' involvement in self-assessment.
- Pupils involved in peer assessment
- Planned oral feedback
- Positive / specific written feedback
- Comprehensive marking policy
- Parents' involvement
- Monitoring and evaluation by subject leaders

Monitoring and evaluation

The assessment leader and Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, observations of learning, discussion with pupils and parents/carers, scrutinies of pupils' work, sampling pupils' records and reports and sampling teachers' planning.
This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school improvement plan.

Assessment – who is it for?
Teachers will know:

- Where the pupils are starting from
- Whether the class overall has learned what was planned
- Whether all the pupils are making expected progress
- Whether pupils are making sufficient progress against national and age related expectations
- How pupils are applying their skills, knowledge and understanding across the curriculum
- Which pupils need more help and in which areas?
- Which pupils need extension work?
- Is the planning for activities, resources and staffing well targeted?

The learner will know:

- What they have achieved.
- What the next steps in learning are and how to achieve this.

The Headteacher, class teachers and subject leaders will know:

- Are the pupils making progress?
- About the progress of individual groups
- Are there any major problems?
- About the progress of members of identified groups.
- Is the pupil's progress in line with the school's targets?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers will know:

- Is my child making good progress?
- What are my child's next steps?
- Are there any major problems?
- How is my child doing compared with others of the same age?
- What can I do to help?

The LEA/Governors will know:

- How is the school progressing against their targets?
- What is the impact of the school development/improvement plan?
- What is the attainment, in terms of national expectations, and teacher assessment at the end of Key Stage 1 and Key Stage 2?
- How does the school compare with other similar schools?

Planning
For details of planning refer to the Learning Policy document. The

annotation and evaluation of planning should inform future weekly/ fortnightly plans and should be reflected in lesson objectives. Objectives and lesson outcomes should reflect national curriculum and school targets set by core curriculum leaders in English and mathematics.

Feedback

The children should receive quality verbal and written feedback, which allows individuals to make decisions which will improve their work and allow them to reach their targets. Feedback will include:

- Oral feedback
- Written feedback
- Peer response / assessment
- Individual target setting

Special Education Needs

The Inclusion leader will arrange any necessary external assessment by the Special Needs Support teacher, support staff and class teacher. Intervention groups are identified termly as a result of formative and summative assessment.

Record-keeping

What records are required and when?

Daily/Weekly / Fortnightly	• The children should receive feedback which is on-going (see marking policy) • Planning should be evaluated daily
Half termly	• Year 1 to Year 6, assess reading, writing and mathematics half termly. This information is stored on Target Tracker • Foundation Stage Profile – progress towards ELGs • Whole school targets should be addressed in planning • Individual targets in writing and mathematics reviewed • Intervention groups identified and targeted
On-going	• The core-curriculum and foundation subject leaders will complete monitoring and assessment of their subjects throughout the year. This involves: 1. Lesson observations 2. Discussions with staff 3. Scrutiny of work 4. Pupil conferencing

	5. Scrutiny of planning These strategies provide information which will enable leaders to move their subject area forward in school.
Yearly	• National tests at Year 2 and Year 6 • Foundation Stage Profile • Individual target setting against age related outcomes • Year One Phonics check (plus any necessary retakes) • Record of progress in the foundation subjects should be available to subject leaders. • Children's self-assessment should be done in the summer term to be included in the school report. • A school report to parents will be completed in the summer term. • Summer- New Group Reading and SWS (single word spelling) Spelling Test – Yrs 2-6 (yr 1 where appropriate) • Maths PTiM (progress test in maths) standardised test

Data Collection and data management

Summative assessment
Data arises from summative assessment – currently Rising Stars test results. Data is collected for each child to monitor progress in:

- Reading
- Writing
- SPAG
- Mathematics
- Science

All data from tests, Y2 and Y6 SATs, is collected and arrangements are made for this to be stored in electronic format. This enables the school to track pupils' progress towards success against national expectations in Key Stage Two and also helps to identify those pupils who may require additional intervention.

Teachers have access to this data for target setting processes.

The school receives information in the form of ASP (Analyse School Performance), E-pod, Fisher Family Trust and IDSR (Inspection Dashboard Summary Report).

Assessment information will be used:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.

- To review whole school and individual curricular targets so that they can be amended if necessary and yet still be realistic and challenging.

- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the governing body of the school's standards and improvement through the head teacher's report to the governing body. (This will include an analysis of comparative data.)
- To inform Performance Management processes.

Written by: Assessment leader

Agreed: Curriculum and Pupil Support Committee 6/11/18

Review date: November 2019

Appendix 1: Marking Code/Guidelines

Appendix 2: BPS Assessment and Moderation Schedule