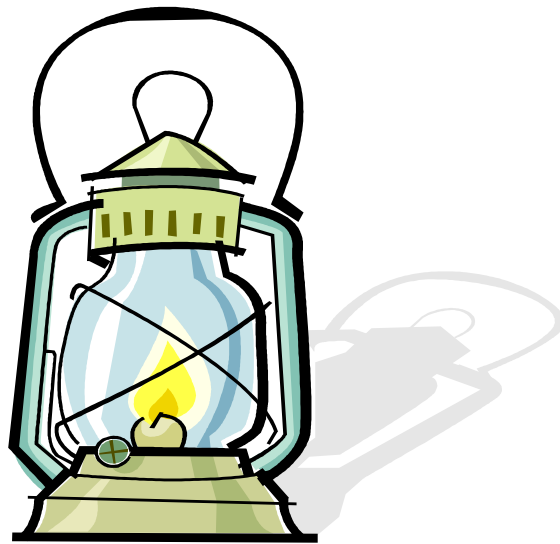





ASSESSMENT POLICY



Approved by:	Head Teacher	Date: 04 – 09 – 2023
Signed		
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2024	

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ASSESSMENT

“... “assessment” refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”

Inside the Black Box, Black and Wiliam, 1998

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Assessment

has two main purposes:

- assessment of learning (also known as summative assessment)
- assessment for learning (also known as formative assessment)

ASSESSMENT OF LEARNING (AOL) – SUMMATIVE ASSESSMENT

Assessment of learning is any assessment that summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement).

ASSESSMENT FOR LEARNING (AFL) – FORMATIVE ASSESSMENT

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” ©Assessment Reform Group, 2002

AfL is any assessment activity that informs the next steps to learning. The key message is that AfL depends crucially on actually using the information gained.

Inside the Black Box (Black and William, 1998) summarises nine years of international research and identifies five key factors that improve learning through assessment, these being:

- providing effective feedback to children – ‘bubbles and editing code’
- actively involving children in their own learning
- adjusting teaching to take account of the results of assessment
- recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning
- considering the need for children to be able to assess themselves and to understand how to improve.

AIMS

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

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

To ensure that assessment and recording is an integral part of the school’s management system.

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

GUIDELINES

ASSESSMENT AT ST BEDE’S SCHOOL WILL BE USED IN THE FOLLOWING WAYS:

Formative the information gained “forms” or affects the next learning experience

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 pupil’s 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 and the next steps of their learning.

EFFECTIVE ASSESSMENT AT ST BEDE'S IS CHARACTERISED BY:

- Pupils' involvement in self assessment (smiley face);
- Parents' involvement (termly report cards and parent/teacher consultations);
- Meaningful and useful information about the pupils' achievement and progress with the pupils as they move from
 - Foundation Stage (Baseline) to Key Stage 1
 - Key Stage 1 to Key Stage 2
 - Key Stage 2 to Key Stage 3

ASSESSMENT – WHO IS IT FOR?

TEACHERS WILL KNOW:

- Where are the pupils starting from?
- Has the class overall learned what was planned?
- Are all the pupils making expected progress?
- Are they making sufficient progress against national expectations?
- How are pupils 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?
- How can the teacher do it better next time?

THE HEADTEACHER, OTHER TEACHERS AND SUBJECT LEADERS WILL KNOW:

- Are the pupils making progress?
- Are there any major problems?
- How does their performance compare with those in parallel classes or in other year groups?
- Is the pupils' 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? **St Bede's**

parents/carers will know:

- Is my child making good progress?
- Are there any major problems?
- What can I do to help?

THE LA / GOVERNMENT / GOVERNING BODY WILL KNOW:

- How is the school and LA progressing against their targets?
- What is the impact of the school development / improvement plan?
- What is the attainment, in terms of national Curriculum levels, average points scores at the end of Key Stage 1 and Key Stage 2?
- How does the school compare with other similar schools?

CALENDAR OF EVENTS

1. SUMMATIVE ASSESSMENT

At St Bede's in Y1, 3, 4, 5 and 6 we use tests to give summative assessments in maths and reading. In Y2, we use both tests and teacher assessments. In Nursery and Foundation Stage, there will be ongoing observation and assessment for profiles; we use 2 Build a Profile.

TESTING WEEKS

In Years 1-6, there will be a 'Testing Week' each term.

All termly Assessments will be recorded on to G2 Integris (Assessment tracking program) by a member of the Office Team. In addition, a 'Flight Plan' will be maintained for each class/ set, by the Head teacher, which shows how children are progressing towards their targets. 'Cockpits', which summarise progress in St Bede's APS, will also be available for each teacher/s set; again prepared by the Head teacher. Phase leaders will have copies of Flight Plans and Cockpits for all children in their phase.

Monitoring, tracking and evaluating pupil's progress is an effective tool for raising standards. Effective tracking of pupil's progress is essential in promoting the achievement of high standards. It ensures that all pupils make good progress throughout their school life and when progress slows appropriate interventions can be taken.

Weekly tests are given in spellings and known maths facts and scores recorded and shared with parents.

2. TEACHER ASSESSMENT ASSESSING PUPIL PROGRESS – ACROSS THE SCHOOL - WRITING

One piece of writing will be levelled for each child every three weeks using set criteria. In this school, we use the published Oxford Owl scheme (Y1, 3, 4 and 5) and the National Exemplification (Y2 and Y6) criteria to help teachers:

- level work;
- plan future work;
- set targets by which children can improve their writing.

Based on the assessment foci that underpin National Curriculum assessment, the criteria approach improves the quality and reliability of teacher assessment. It has proved to be robust, manageable and effective in practice.

3. TEACHER ASSESSMENT IN THE INFANT BUILDING

The teachers in Y2 assess children's performance in maths, reading and writing against the exemplification standards.

In EYFS, the teacher assess performance in the Early Learning Goals.

INTEGRIS G2

This program is entirely web-delivered. It provides teachers with pupil performance data quickly and is also used as a tool when tracking different trends across the school. This program ensures all staff understand that there is shared responsibility for improving pupil attainment in all year groups from Nursery on entry data to KS2 SATS results. This system utilises attainment information to set meaningful targets and to plan for intervention programmes for learners.

EXPECTATIONS

The expectation at St Bede's is that in a new year group every class should improve by at least 2.8 points on the previous year's score.

YEAR GROUP TARGETS

Year 3-6 - 85% meeting national expectations, 30% exceeding it

Years 1 and 2 - 75% meeting national expectations, 25% exceeding it

EYFS - 70% at GLD, 15% exceeding it

PROGRESS MEETINGS

Progress meetings involving the year group teacher, Head teacher and Deputy Head teachers take place in the first week of a new term. At these meetings, teachers can reflect upon their practice and are invited to comment upon pupils who are not making progress, those who are making slow progress and those who are making good progress as shown on the updated Flight Plan and Cockpit.

INDIVIDUAL TARGETS

Children should have an agreed annual individual performance target (eg 3b) for **reading, writing and numeracy** - see **Flight Plan**. In addition, in each of these three areas, s/he should have developmental targets set by the teacher (eg to use time connectives). Developmental target sheets are kept in the back of exercise books and should be updated regularly. Progress with such targets will be recorded by the class teacher as the children move through the term.

VERBAL ASSESSMENT

The school will make effective use of verbal assessment. Teachers will:

- use questions to check understanding
- make explicit to pupils the purposes of the lesson e.g. the learning objective and success criteria
- use different types of questioning to focus on:
 - o Outcomes: “What will the finished work look like?” (linked to the success criteria)
 - o Thinking: “How will someone else know that you have been successful?” (linked to the success criteria)

Teachers will use a range of closed and open questions. Teachers will:

- provide opportunities for pupils to explain their thinking to each other in pairs, groups and class using appropriate technical vocabulary
- use the plenary to check understanding and reinforce learning
- conference with pupils so that they know what it is they need to improve
- provide opportunities for pupils to review their achievements
- mark/respond to pupils’ work including pointers for improvement through the use of Bubbles (see Marking and Feedback Policy)

WRITTEN FEEDBACK

A range of strategies are used. See Feedback and Marking Policy.

LEVELS

In maths, reading and writing, the children are either at stage a (exceeding national expectations); stage b (meeting national expectations; or stage c (working towards national expectations).

E.g. 5b Year 5, working at national expectations

3c Year 3, working towards national expectations.