

Assessment Policy

1. The Role of Assessment

- 1.1 At Brampton Abbots CE Primary School we endeavour to support all pupils in making progress, whilst raising confidence and self-esteem. We see assessment as an important element in this. This includes:
 - a) Marked work and feedback
 - b) Observations and Group Work
 - c) Formal Summative Assessments (Including National Tests) Weekly Tests (Spellings, Big Maths etc)
- 1.2 This policy is written in line with all subject based policies, the Early Years Policy and the Marking and Responding Policy.

2. Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards.

3. Principles

- 3.1 Assessment of children can take different forms including both observations and discussions as well as the formal assessment of written work and tests.
- 3.2 Every term pupils across school are formally assessed and data tracked. At points throughout the year this information is shared with parents and the LA.
- 3.3 As well as marking and feedback, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.

4. Monitoring and Evaluation

- 4.1 Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.
- 4.2 Following assessment, data is analysed in detail as part of Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support.

5. Assessment in the Early Years

- 5.1 Evidence is collected through observation and discussion and these are recorded in pupils learning journeys, collected via the iPad using the '2build-a-profile' software. Photographic evidence is also collected along with pupil quotations. This includes photographs of written work, these form the basis of the on-going teacher assessments in line with National Expectations.
- 5.2 This data is analysed and responded to termly as part of Pupil Progress Meetings. Data is provided to parents and carers at the end of each year in line with government expectations.

6. Assessment in Key Stage1 and 2 (English and Mathematics)

- 6.1 Along with on-going teacher assessment, more formal assessment may carried out on a 10 week cycle. These are tracked on a separate tracking system in school (School Pupil Tracker Online) and are used to inform teacher assessments.
- 6.2 Teacher assessments are entered on to the schools tracking system and progress maps created to show attainment and progress against targets.
- 6.3 This data is analysed to show Average Points Score Progress and to identify groups and individuals who may require further intervention and those who are making accelerated progress.
- 6.4 Targets for pupils are set at the start of each year and discussed during Pupil Progress Meeting throughout the year. These targets are linked to performance management Systems.
- 6.5 The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.
- 6.6 National Assessment SATs tests are carried out at the end of Year 1, 2 and 6 and past papers and optional SATs used each term by staff to inform teacher assessments.
- 6.7 Assessment Data is provided to parents once per year.

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7. Assessment within Curriculum Subject Areas

7.1 Although pupils are not formally assessed in other subjects areas, we believe it is vital for them to know how they are doing in order to make progress. Staff use formative feedback. They then identify a small step target for them to work towards when appropriate.

8. Roles and Responsibilities

- a) **Governors:** Monitor whole school progress data with support of Headteacher and Deputy Headteacher.
- b) **Headteacher / Deputy Headteacher:** Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.
- c) **Teaching Staff:** Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.
- d) **Teaching Assistants:** Provide feedback to the teaching staff on progress and attainment of pupils.
- e) **Parents and Carers:** Support children at home with homework to positively impact on progress.
- f) **Pupils:** complete all work to highest of standard in order to make good progress in school.

9. Resources (Including Appendices)

Appendix 1 – Assessment Flow Chart

Policy approved by Governing Body on 12-05-16

Signed Paul Mason position GB Chair

Policy due for review Summer 2018

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Appendix 1 – Assessment Flow Chart

ALL STAFF

HT/DHT

Baseline Formative Assessments to start the year
(where appropriate)
– Reading, Writing, Maths, SPaG, Phonics

Performance Management Review and Target
Setting

Autumn Term
Formal Assessment (10 Week Cycle)
Data Input and Analysis / Pupil Progress
Discussion

Spring Term
Formal Assessment (10 Week Cycle)
Data Input and Analysis / Pupil Progress
Discussion

Summer Term 1
Formal Assessment (10 Week Cycle)
Data Input and Analysis / Pupil Progress
Discussion

Summer Term 2
Final moderated data Input and Analysis
National Assessment
submissions

On-Going Formative Assessment through; Marking, Observation, next steps
Target Setting, Informal Discussions

National Data Analysis
School Improvement Planning and Target
Setting
Performance Management Targets
Monitoring / Moderation of Assessment /
PPMs
Whole School Data Analysis
Present to Governors

Spring Term
Performance Management Review
Monitoring / Moderation of Assessments /
PPM
Whole School Data Analysis

Summer Term
National Test Results Analysis
School Improvement Planning and Target
Setting
Monitoring / Moderation of Assessments /
PPM / Transition PPM
Whole School Data Analysis
Present to Governors

