



## **Barcombe CE Primary School Assessment Policy**

10.10.16

This policy is due for review on: 10.10.17

### **Introduction:**

**Assessment is viewed as essential to, and an integral part of, effective teaching and learning.**

The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress. This is assessment for learning, and supports the learning process in the short, medium and long term. The assessments and records of children's attainment and achievement over time form an essential part of the school self-evaluation process.

### **Through assessment at Barcombe, we aim:**

- To gather a range of information about the performance of individuals, and groups of pupils, cohorts, key stages and whole school information so that it can be used to inform target setting at a range of levels.
- To gather information, in order to inform teachers as to what should be taught next.
- To ensure that assessment, recording and reporting is an integral part of the performance management system.
- To provide information to inform the school's self evaluation process that will then be built into the school's improvement plan.
- To track the individual progress of every child.

### **Assessment will be used in the following ways:**

1. Formative – APP, the information gained “forms” or affects the next learning experience.
2. Diagnostic – finding out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing pupils making the expected progress across the whole subject area.
3. Evaluative – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

4. Summative – systematic recording of information which provides a summary of where the pupils are working at a point in time. This is an essential tool for identifying progress over a period of time.

**Effective assessment in the school is characterised by:**

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

- Foundation Stage (Foundation Stage Profile) to Key Stage 1,
- Key Stage 1 to Key Stage 2,
- Key Stage 2 to Key Stage 3.

Performance will be analysed in terms of cohorts of pupil as well as analysis of the achievement and attainment of all pupils:

**Assessment in this school is enhanced by:**

Pupils' involvement in self assessment. All children from The Foundation stage to Year 6 will be asked to assess their own learning and that of peers in a way appropriate to their age, against The Success Criteria or 'WALT...' statements from the lesson. They may work with a response partners to do this. Children will use symbols (e.g. smiley faces / traffic lights / tick to success criteria) to indicate level of own understanding and satisfaction with a piece of work and also when working with a partner. Sometimes the symbol will also have a comment.

Frequently upper KS 1 and KS 2 children will assess their own or each others' work using purple pen. They will do this along the lines of success and development points.

**Monitoring and evaluation:**

The Headteacher and SLT (Senior Leadership team) will ensure this policy is implemented consistently throughout the school by tracking progress on SIMS and using strategies such as Pupil Progress meetings with teachers, speaking to pupils and parents/carers, sampling pupil work, records and reports, classroom observations as well as sampling teacher's planning and assessment records.

**As a result of good assessments procedures:**

**Children will know:**

- How well they are doing when compared to their own previous performance.
- Their next steps forward in terms of targets identified – what they need to do to improve.

**Teachers will know:**

- Where the pupils are starting from and their prior knowledge.
- Has the class overall learned what was planned and taught?
- Are the pupils making the progress expected to reach their challenging targets?
- Are children making sufficient progress in order to close the gap and reach national expectations?
- Are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils require extension work?
- Are planned activities well-resourced and staff fully-utilised to impact upon the progress that children make?
- How can the teaching be modified and improved in the future?

**The SLT will know:**

- If pupils are making the progress required for them to reach or exceed their targets
- The progress rates of children in vulnerable / specific groups.
- If there are any problems
- If the progress of the children in the school is in line with the school targets set with the LA
- How Barcombe School compares with other similar schools in East Sussex and nationally
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children

**The Governing Body will know:**

- If pupils in each class across the school are making progress
- The progress rates of children in vulnerable groups
- If the progress of the children in the school is in line with the school targets
- How Barcombe compares with other similar schools in East Sussex and nationally

**Parents and carers will know:**

- How much progress their child is making.
- If their child has any specific problems.
- What the school is doing to help a child with specific problems.
- What they can do to help their child to make progress.

**The LA/Government will know:**

- How Barcombe is performing in terms of progress/attainment in relation to national expectations.
- Attainment and progress in the school in terms of APS and teacher assessment at the end of KS1 and KS2.
- How Barcombe compares with similar schools.
- If the priorities of the LA's education development plan are being met

**Recording**

Recording will be manageable and relevant at short, medium-term and longer-term levels. The degree of the detail will depend upon whether:

- It is a core or foundation subject.
- The subject is an area for school improvement.

**All teachers in the school will maintain, short, medium and long-term recording for assessment:**

Short-term recording will:

- Inform planning at short and medium term levels.
- Be useful when talking to other teachers/Inclusion Manager when identifying particular problems.
- Inform the teaching approach.
- Inform the grouping of pupils.
- Inform the deployment of staff.
- Inform the choice of resources.

**Verbal assessment will be used to:**

- Make lesson aims and objectives explicit.
- Check oral understanding of pupils.
- Teachers use a variety of different types of questioning to enable pupils to self-assess.

**Constructive marking and feedback will be used to:**

- Celebrate achievements with the pupils.
- Provide targets for children to work towards
- Help children to understand the next steps they need to make in their learning
- Provide examples of modelling to help children understand concepts more clearly.
- Ensure a dialogue between the child and the class teacher /adult.

**When teachers use a range of open and closed questions, they will:**

- Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary.
- Use the plenary to check understanding, develop the concept taught and reinforce learning.
- Use pupil interviews and discussions to enable pupils to know what to do next to continue making progress.
- Provide opportunities for pupils to review their achievements.
- Mark/respond to pupils' work, pointing out strengths and ways to improve and including annotations for other adults where appropriate.

**Medium-term recording:**

Periodic assessment and medium-term records using the AWL spreadsheets will:

- Allow teachers to make judgments about national curriculum levels attained using work produced by individual children
- Provide evidence for the SLT about the progress of children within each phase.
- Allow teachers and the SLT to monitor progress and evaluate the impact of interventions a child may have received.
- Be recorded on SIMS for Assessment Leader / Subject Leader and SLT to analyse.

**Long-term recording**

Long term assessment will include:

- AWL spreadsheets in Reading, Writing and Maths
- The Foundation Stage assessment
- Statutory assessments at the end of KS1 and KS2.
- Other periodic assessments will include Phonic screening for Year 1.
- These assessments will be recorded on SIMs and analysed by the Assessment leader and the SLT.

**Assessment information will be used to:**

- Analyse progress throughout the school for groups and individuals and identify those for whom more support is needed.
- Review and amend the curriculum/provision for children throughout the school, where necessary.
- Monitor attainment against national expectations.
- Inform the governing body of the school's standards and improvement through the Headteacher's report to the governing body.

**In order to maintain confidentiality, individual assessments will only be made available to the pupil's parents and professionals who are at liberty to see them.**

### **Assessment Procedures**

Barcombe uses AWL spreadsheets to record children's attainment. This is a system developed in school and adopted by other local schools.

This enables teachers to make judgements each term about pupil progress and to fine-tune their understanding of learner's needs and tailor their planning accordingly.

At the end of term 1, 2, 4, and 6 (4 times per year), Teachers must add teacher assessments to the SIMs Assessment tracking system for Reading, Writing, Maths.

These assessments must be uploaded by the end of term.

Teachers may use optional and past tests papers throughout the year. The results of these should inform teacher assessment rather than take precedence over teacher assessment.

During the first week of each term staff must review targets with the children and make sure that these are available in books for the children to refer to.

Pupil Progress meetings will be planned for the beginning of terms 2, 4, and 6. Staff are expected to pull data together for these meetings and recommend strategies for further improvement / progress for vulnerable groups / individual children.

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