

Bengeworth CE Academy



Assessment Policy

Co-ordinator: Mrs Natalie Snowdon

Updated September 2019

Introduction

The purpose of Assessment in our School is to effectively monitor the progress of our children, ensure that all children are reaching their potential and to raise standards of achievement across the school.

Principles of Assessment

All forms of assessment should:

- Track pupils' attainment and progress.
- Include reliable judgements about how pupils are performing related to national standards.
- Enable teachers to plan more effectively in order to meet the individual needs of all children.
- Enable individual pupils to make progress in their learning, knowing their achievements and what their 'next steps' are.
- Involve both teachers and pupils when reviewing and reflecting upon assessment information.
- Enable parents to be involved in their child's progress.
- **Raise attainment and progress of pupils.**

Role and Responsibilities

Achievement Leader is responsible for ensuring that:

- All staff are able to conduct assessments confidently and competently.
- All Epiphany tracking sheets are updated by all class teachers each half term.
- Children are tracked individually on iPads using Notability Epiphany curriculum sheets (R-Y1).
- Provide data analysis reports that will inform pupil progress meeting and performance management. These will be shared with SLT, teachers and governors every half term.
- Pupil progress meetings are scheduled and carried out every half term.
- Year 1 Phonics screening and Year 2 SATs materials are ordered if necessary and stored safely.
- Clear guidance regarding national testing is given and discussed with all teachers involved.
- Reporting to Governors on all key aspects of pupil progress and attainment on a termly basis.
- Work alongside the Epiphany Developer to refine and develop the pupil tracking system ensuring necessary data is readily available.

Head teacher is responsible for:

- Monitoring standards of attainment and progress across reading, writing and maths.
- Meeting with the SLT on a half termly basis to rigorously analyse pupil attainment and progress across the school.
- Alongside SLT identifying pupil groups who are vulnerable to underachievement.
- Monitoring and evaluating the effectiveness of pupil progress meetings every half term.

- Alongside the SLT and Achievement leader evaluate systems used for data collection – making sure they are not complicated and taking up unnecessary time.

Deputy Head of School is responsible for:

- Making sure all tracking sheets of year groups in their key stage are updated by deadlines set.
- Ensuring that all staff are updating and completing Epiphany curriculum sheets on iPads regularly and this is in line with information input onto tracking sheets.
Make sure all formative assessment is used to inform teaching and learning.
- Monitoring the standards in reading, writing and maths set out in the National Curriculum.
- Moderation between year group partners is accurate and rigorous to ensure secure judgements are made.
- Leading pupil progress meeting alongside a member of the SLT to identify pupils who are underperforming. As well as evaluating the impact of interventions and support on pupils learning.
- Ensure termly moderation is carried out within the Multi-Academy Trust to ensure a consistent approach to assessment.
- Liaise with cluster schools to arrange dates for moderation in reading, writing and maths in each year group.

Assessment Approaches

- **Epiphany will be used to assess pupils baseline on entry to Reception.**
- **The Epiphany tracking system will be used from Reception – Year 5 to assess and monitor pupils’ attainment and progress.**
- **FFT aspire will be used to set targets for KS2 pupils to ensure they are on track to reach end of KS2 targets.**

Day-to-day in-school formative assessment

Teachers will use Epiphany tracking sheets to document pupils continuous learning journey through Bengeworth Academy. Reception will document evidence for all areas of the EYFS using Tapestry. Through the use of iPads, a curriculum sheet for every pupil in each class will be used to document evidence of pupils learning in reading, writing and maths in Year 1. The curriculum sheets are shared with teachers across 2-5 to ensure they have a clear understanding of the assessment at each stage. The sheets will be used to inform planning and used to assess pupils’ knowledge, skills and understanding when reporting levels on Epiphany tracking sheet. This information will help teachers to identify gaps and misconceptions and plan effective interventions where necessary.

Feedback and dialogue with pupils in books is another form of day-to-day assessment. Good practice is to encourage pupils to become reflective about their own progress as well as respond to teacher feedback in order to develop their learning. Pupils should be encouraged to identify their own strengths and ways in which they need to improve.

Marking and Feedback

'Marking and Feedback should serve a single purpose – to advance pupil progress and outcomes.'

We mark children's learning and offer feedback in order to achieve the following outcomes in different contexts:

- □ Show that we value the children's learning, and encourage them to value it too;
- □ Boost the children's self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's learning is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- □ Give the children a clear general picture of how far they have come in their learning, and how they can improve their learning in the future;
- □ Offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- □ Promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- □ Share expectations;
- □ Gauge the children's understanding, and identify any misconceptions;
- □ Provide a basis both for summative and for formative assessment;
- □ Provide the ongoing assessment that should inform our future lesson-planning.

In-school summative assessment

- Each half term every teacher will complete the Epiphany tracking sheet to record the current strides pupils are working at. Teachers need to conduct these assessments **confidently and competently**.
- The expectation is that all children make at least three strides of progress a year and are secure within their stage.
- All tracking sheets will be analysed by the achievement leader to identify groups of pupils in each year group that need to be investigated.
- The data analysis will be used to identify pupils underachieving and this will be discussed and documented during pupil progress meetings.
- Member of the SLT will evaluate the impact of provisions every half term.
- During the Summer term, Year 2 Teachers Assessments will follow the Teacher Framework statements (TFs) when assessing pupils End of Key Stage 1.

Nationally standardised summative assessment

Year 1 Phonics Screening and Year 2 SATs will take place during the Summer Term and provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All sit the following tests at the end of Year 2:

- Reading
- Optional Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

The end of KS1 scaled scores will be used to inform teacher assessment.

We use these results to benchmark the school's performance against other schools locally and nationally. The SLT makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Monitoring and Evaluation

The Senior Leadership Team and Achievement leader will take overall responsibility for ensuring the Achievement Policy is put into practice across the school. They will also be responsible for evaluation the assessment systems in place to ensure it links to raising standards.

Moderation

- Internal moderation will happen within year groups, phases and as a MAT every half term.
- External moderation will also take place with the cluster schools.
- As the Ambassador school, Bengeworth will host Epiphany moderation for other schools and exemplary materials will be available.
- EYFS and Year 2 will also be subject to Local Authority moderation.

Reporting to Parents

Reporting pupil's progress is an integral part of the National Curriculum statutory procedures.

Parents will be regularly informed of their child's progress through Walk in Tuesdays.

There will termly parents' evenings in which teachers will share pupils' progress and future targets.

They will also receive an annual written report documenting their child's academic achievement.

Review date: September 2020

Signed: *N Snowden*