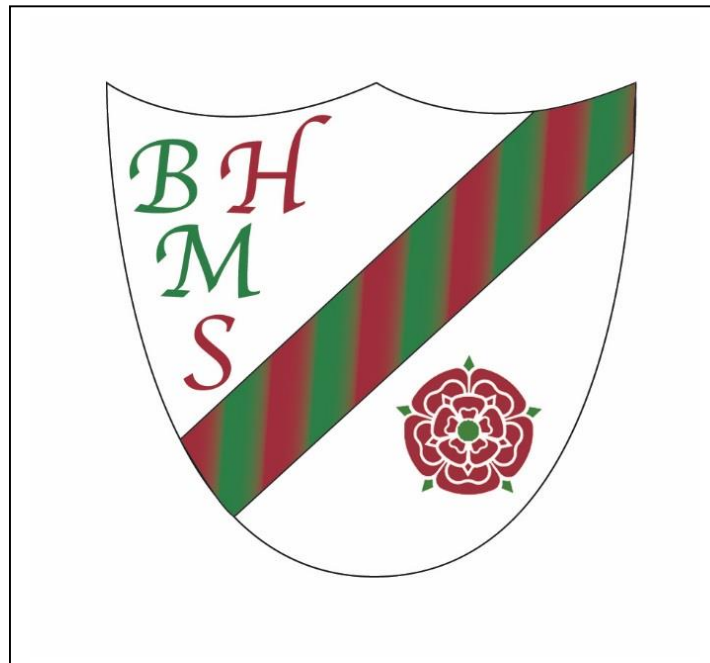


# Bedford Hall Methodist Primary School Assessment Policy



Written by:	Lisa Edwards
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Chairs Signature	

## Version Control

### Change Record

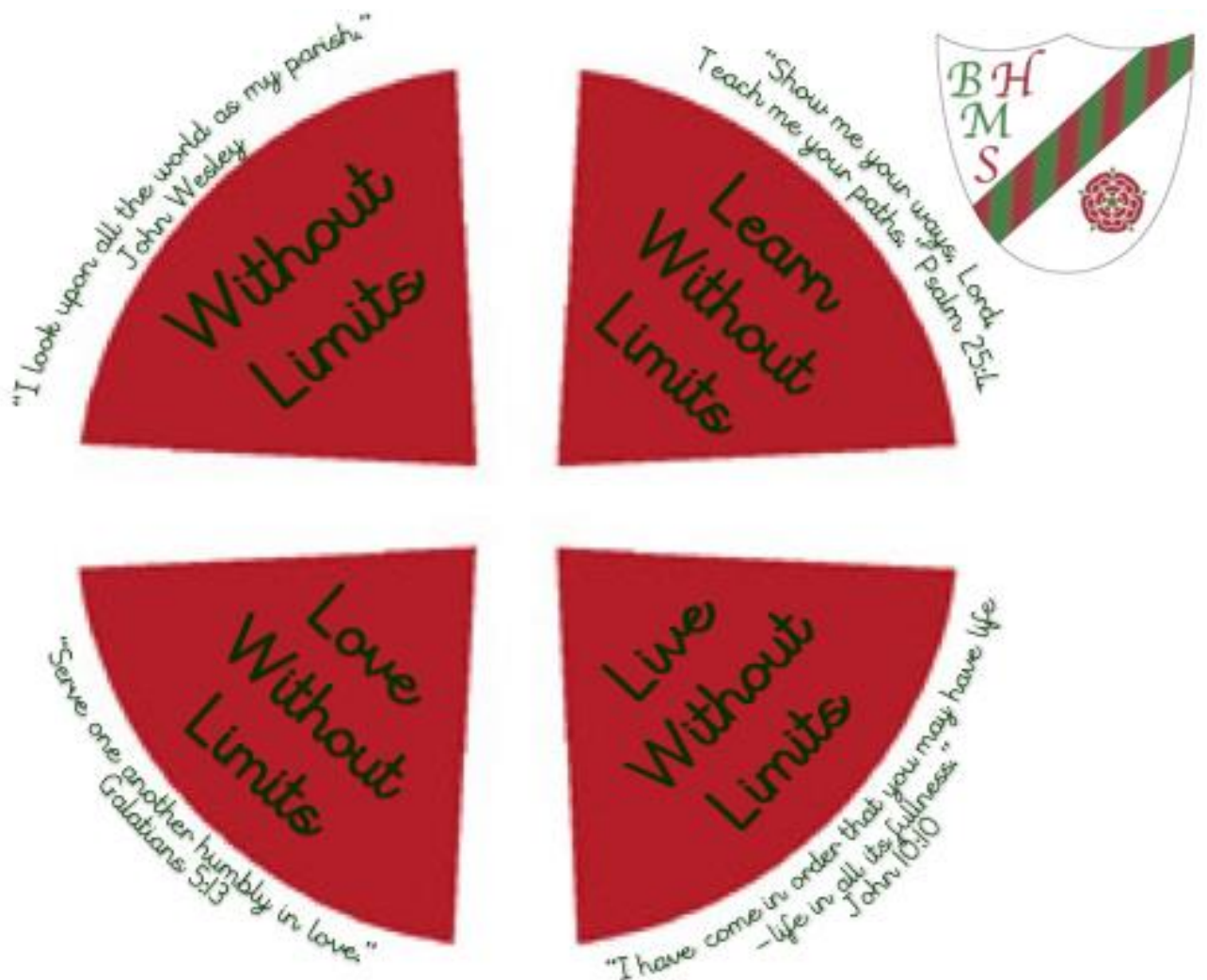
Date	Author	Version	Reason for Change
Jan 2020	A Burkes	1	New policy
September 2023	L Edwards / Lisa Draper	2	Updated practice in school – assessment for learning, reporting to parents Contents page

## Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential.

To achieve this we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

## Our Vision



## **Safeguarding Statement**

At the Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

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## **1. Rationale**

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

### **Principles of assessment**

- Assessment puts the child at the centre of their learning
- Assessment is at the heart of high quality teaching and learning for all pupils
- Assessment is manageable, purposeful, accessible and time-efficient
- Our assessment framework values professional judgements, dialogue and a common language
- Curriculum/assessment objectives/concepts set consistently high expectations for learners
- Assessment judgements are supported with a range of evidence.

### **Purpose of assessment**

- To enable children to demonstrate what they know, understand and can apply in their own work
- To help children to know and recognise the standards to aim for, and understand what they need to do next to improve their work
- To involve children with self-assessment
- To raise standards of learning
- To allow teachers to plan work that accurately reflects the needs of each learner
- To identify children for extended learning opportunities (ELOs) and intervention
- To ensure teaching is appropriate and that children make at least expected progress
- To celebrate; help plan next steps in learning and support analysis of trends, leading to school improvement
- To inform discussion and dialogue with pupils, parents/carers, school leaders and governors, moderators and assessors
- To provide regular information for parents that enables them to understand and support their child's learning
- To support transition between year groups, key stages and schools

## **2. Assessment Approaches:**

### **Assessment for Learning**

- **Formative** – on-going teacher assessment so the next steps can be planned
- **Diagnostic**- ongoing/specific where difficulties are clarified so that help can be provided

### **Assessment of Learning**

- **Summative**- end of term, year and key stage where overall achievements are recorded against national curriculum expectations.
- **Evaluative**- when the work of the teacher/school is judged by the achievement of the children.

## **3. Assessment for Learning:**

Assessment for learning are opportunities which are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Bedford Hall we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons or through ELOs.
- Take into account prior knowledge before starting new work
- Identify next steps in learning for individual children through a range of assessment for learning strategies
- Adjust plans to meet the needs of the pupils, differentiating objectives and activities where appropriate
- Provide Marking and Feedback that is pertinent to move a child's learning on. It highlights areas of success and next steps to be taken in order to progress - in accordance with the Marking & Feedback Policy.
- Give time for children to respond to feedback.
- Encourage children to view mistakes/misconceptions as learning opportunities (resilient learners – use of Learning Pit and Growth Mindset Strategies and link to school vision of '*Learn without Limits*').
- Engage children in the assessment process (peer and self-assessment)
- Celebrate individual achievement
- Encourage self-esteem in learners
- Have interaction and dialogue around learning
- Incorporate both formative and summative assessment opportunities in medium and short term planning

- Ensure consistency in tracking children's attainment and progress towards end of year and key stage expectations: assessment to be accurate, accessible and based on shared understanding
- Assess core subjects termly using teacher assessment and termly tests with regular and honest moderation within school and across the locality
- Hold termly Pupil Progress Meetings providing a forum for professional discussions about the whole child.
- Run regular in school staff training to maintain teachers' confidence and accuracy in assessing children's achievements
- Uses tracking system which enables the analysis of outcomes. At Bedford Hall Methodist Primary School we use Target Tracker (EYFS) and FFT (KS1 and KS2).
- Report pupils' progress and achievement.
- Pass on assessment file/ data to the next class teacher so children can be tracked as they progress through the school.
- Foundation subject assessment trackers are completed half termly (against NC objectives), to highlight outliers. Information is fed into medium term planning to ensure misconceptions and gaps in learning are addressed and appropriate challenge is set.

Use Assessment for learning strategies such as:

- Working walls
- Self and peer evaluation
- Discussion, talk and modelling
- Learning environment
- Learning journey – children know what is next
- Lesson end points – 'golden sentence' (key learning)
- End points for topics
- Regular retrieval strategies

### Effective Questioning

Teachers are encouraged to use a range of questioning strategies across the curriculum in order to find out what children know and can do and to move the learning on. Questioning is used to find out what specific misconceptions there are in order to target teaching more effectively, designing questions around misconceptions. They use open questions to encourage children to think deeply about their learning and apply strategies such as Bloom's Taxonomy and De Bono's Thinking Hats. Questioning is used to create connectivity to prior learning skills and concepts taught. Questioning enables teachers to see what understanding and knowledge has been retained and thus be further developed /deepened. Teachers are also encouraged to be reflective during lessons and think about their own learning journey and what they may do differently next time.



### **Feedback and Marking**

Feedback is paramount to assessment. Feedback in books is specific to the learning taking place and provides next steps so progress can be made. Feedback enables children to understand the strengths and areas for development demonstrated in their work.

Giving feedback involves talking to children, encouraging them to be reflective about the learning objectives/concepts and their work and marking. See school's Marking & Feedback Policy.

### **Target setting**

End of year targets are set for all year groups based on the previous years' data (baseline data for Reception) and the expected standards the cohort will need to attain and progress to at the end of the next key stage. Fischer Family Trust Data is used to support in setting targets for children from Years 1 to 6 so they are working in line with the top 20% of similar schools nationally (FFT 20) by the end of the key stage. If children are working at a higher level FFT5 targets are set (top 5%).

National data at Key Stage 1 is used to predict the expected standards at the end of Key Stage 2. At Bedford Hall we aim to attain above national data sets by setting challenging targets.

## **4. Assessment of Learning:**

### **Summative Assessment**

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

Bedford Hall uses Target Tracker electronic assessment tool to demonstrate progress and attainment of pupils in EYFS. This system allows formative and summative data to be recorded. In Key Stage 1 and 2, FFT online assessment tool is used to track progress and attainment – recording targets and summative assessment data.

### **EYFS**

Target Tracker is used as a formative tracking tool in EYFS where children are tracked against statements taken from Development Matters in the Early Years Foundation Stage and Statutory Framework for the Early Years Foundation Stage. Teachers make summative judgements against these every term and report these to the school and local authority (LA).

In addition to Target Tracker, staff in 2 year old nursery, Pre School and Reception use Tapestry, an online Learning Journal, to record through photographs and videos children's progress. Parents/carers can access Tapestry which enables them to upload and access their own children's learning through the use of a secure password.

In Reception, external Baseline Assessments are also used to secure teacher's baseline judgements.

All EYFS children's parents receive a written report on their child's progress at the end of the summer term.

### **Phonics**

Phonics is assessed every half term and children regrouped accordingly using the Read, Write Inc tracking sheets. Additional 1:1 interventions are put into place according to the band children are working in.

Year 1 are assessed using the standardised national phonics screening. Children who do not pass the screening resit it in Year 2. Parents receive phonics screening results in the summer term.

### **Key Stage 1 and 2**

Summative assessment takes place each term for mathematics, reading and grammar, punctuation and spelling (GPS). Children in Years 1 to 6 complete the Rising Stars National Test-style standardised assessments (NTS Assessments) for reading and mathematics each term as well as Rising Stars GAPs paper (standardise GPS tests). These produce a standardised score which enables the teacher to see if children are working towards, at or above age related. Results are analysed using MARK (My Assessment and reporting Kit) online platform which analyses gaps in learning to inform targeted teaching. This information is used to support teachers' judgements and provide next step planning. Writing is moderated each term to secure judgements made.

In Year 2 standardised national tasks and tests (SATs) are used to inform end of Key Stage teacher assessments. These are recorded on FFT and reported to the Local Authority and parents.

In Year 6, statutory attainment tests (SATs) are carried out as required. Teacher assessment is used for writing outcomes and is recorded on FFT and reported to the Local Authority. Reading, mathematics and GPS papers are externally marked. The results of SATs for both key stages are reported to parents at the end of the summer term.

### **Summative Assessment Scale**

FFT is used as a summative tracking tool across KS1 and KS2. Teachers make a summative judgement every term based on test data, professional judgement and knowledge of the children to determine where on the scale a child is working at in relation to age related standards. End of year targets are set for each child using this scale (which aligns to FFT model) and termly teacher judgements.

This scale works as follows:

**B** (working below key stage / SEND)

**W** (working below age related expectations but within key stage)

**N-** (working at the lower end of age related expectations – monitoring)

**N** (working within age related expectations)

**N+** (working above age related expectations, working at greater depth / higher standard).

A child who achieves **N-**, **N**, **N+** at the end of the year is working at age related standard and on track to achieve a scaled score of 100+ at the end of key stage 1 or key stage 2. The more secure the **N** the higher the scale score should be. A child who achieves **A** is working at above national average and is expected to achieve greater depth/higher standard at the end of key stage 1 and key stage 2.

## **5. Whole School Moderation and Progress Meetings**

Data is collected termly and analysed by the Headteacher, Local Advisory Board (LAB), senior leadership team (SLT) and core subject leaders. Moderation of judgements by SLT is undertaken at least every term to quality assure judgements made and ensure consistency of approach. Ensuring that our judgements are robust is a very important part of the assessment process.

Each term the Headteacher and SLT will meet with year group teachers in Pupil Progress Meetings. Progress and attainment of the class is discussed and children or groups within the class are identified for ELOs and interventions. Special Educational Needs data is also discussed with the Inclusion Manager and analysed on a case by case basis and the relevant interventions put into place within SEND meetings.

The purpose of the Pupil Progress Meetings is to analyse discretely individual pupil performance and also groups of pupils' performance, putting measures in place to ensure no group becomes vulnerable or 'left behind' and demonstrate that the school is actively seeking ways to diminish differences in learning. Pupil Premium and vulnerable pupils are given a high priority in these meetings.

At the end of the academic year, the SLT analyses data to track attainment and progress made by cohorts, groups of pupils and individuals. From this, SLT set revised targets in preparation for the next academic year.

## **6. Reporting to Parents**

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and progress. We encourage parents to share in the successes of their child's learning and contact the school if they have any concerns about any aspects of their child's work.

We offer two Parents' Evenings to enable teachers, parents / carers to discuss children's progress. Parents /carers will be notified if their child is 'on track' to achieve end of year expectations – along with some areas to support their child's learning at home. If a child is 'not on track' then parents /carers will be provided with

further information about what support school is putting into place for the upcoming term, as well as ways they can support their child at home.

A summer term parent /carer drop-in session is held after the yearly report has been received by parents to enable the content of the report to be discussed.

<b>Autumn term</b>	<b>Spring term</b>	<b>Summer term</b>
Meet the teacher Parents' Evening	Parents' Evening	Written Report SATs report to KS1 and KS2 parents. Parental drop-ins
Curriculum meetings – to find out more about the curriculum content for each year group	Phonics screening meeting. SATs meeting (KS1 and KS2)	

The Inclusion Manager meets regularly with parents and teachers of those children on the SEND register to review progress and update targets.

Bedford Hall Methodist has an Open Door Policy where parents can speak to teachers as required. An appointment to discuss pupil progress can be requested by parents.

### **Transition**

In order to provide a smooth and effective transition, we hold a summer term staff meeting where tracking and assessment information is passed on and shared with the child's next class teacher.

### **An Inclusive approach**

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention.

## **7. Roles and Responsibilities**

**Local Advisory Board (LAB)** - monitor progress data with support from Headteacher and SLT.

**The Headteacher /Deputy Headteacher / Assistant Headteacher** – lead on moderations, provide data analysis reports to staff and the LAB. Ensure targets are set and rigorously compared to national data. Hold teachers to account in pupil progress meetings and in performance management. Share data with CEO of Trust.

**Subject Leaders** – Subject Leaders will moderate work in staff meetings and when scrutinising books. They will provide support and guidance to other staff and provide next step actions. Focus will incorporate: appropriateness of evidence used; the accuracy of judgements; progress of vulnerable groups and high attaining children and overall standards across school.

Subject Leaders will assess standards within their subject using the EYFS Framework, National Curriculum and Chris Quigley Curriculum Milestones document. Assessment judgements will be made through a range of monitoring strategies including; planning scrutiny, work scrutiny, lesson drop ins and pupil voice. All subject leaders complete an evidence trail each half term to record areas of strength and areas of development for teaching and learning within their subject across school.

Subject leaders will assess by looking at the coverage of skills and concepts and the connectivity of understanding and knowledge developed through prior learning and repetition through use of a spiral curriculum.

**Teachers** – 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 SLT.

**Teaching Assistants** – provide feedback to teachers on progress and attainment of pupils they work with.

**Parents /Carers** – support children at home with their learning and with homework.

**Pupils** – complete work to the highest standards in order to make at least good progress in school.

## **8. Links to other policies**

Teaching and Learning Policy  
Special Educational Needs and Disability Policy  
Marking and Feedback Policy