



Albert Bradbeer Primary Academy

## Assessment Policy

Dated – September 2016

For review in – September 2017

## **ALBERT BRADBEER PRIMARY ACADEMY ASSESSMENT, RECORD KEEPING & REPORTING POLICY**

### **Definition**

The assessment, record keeping and reporting of all pupils' achievement, behaviour and attitudes in Academy involves all teachers and all pupils and is an important part of a whole Academy policy and strategy.

### **Aims**

Our aims are:

- To gather systematically, record and review evidence of pupil attainment in relation to the National Curriculum and the statutory attainment targets.
- To assess, record and report on the wide range of a child's achievements.
- To use the outcomes from assessment, recording and review of progress to monitor and evaluate curriculum planning.
- To link reports to parents of children's achievements and progress to the assessments and recording process.
- To track individuals and cohorts throughout and between Academics to monitor their achievements and set targets in order to raise the level of progress.
- Analyse Academy results and tracking systems, both within Academy and nationally in order to raise the level of achievement.
- To use assessment information for Academy improvement.
- To identify strengths and weaknesses in the Academy provision.

## Objectives

### Assessment

Assess children according to clear curriculum intentions in Academy subject guidelines and schemes of work, related to the National Curriculum programmes of study. We follow strands of assessment as follows:

### Statutory Assessment

At the end of key stage 2 assessments are finalised according to statutory procedures.

### Whole Academy assessment

#### Objectives are:

To identify learning outcomes and areas for future development and so aid continuity and progression for children. To focus on teaching processes as well as learning outcomes.

To identify underachieving groups

### Teacher Assessment

#### Procedures

- Assessment policy is applied consistently throughout the Academy, following agreed guidelines;
- There is a whole Academy emphasis on Assessment for Learning:
  - Procedures are manageable and useful for the teacher;
  - Planning at all levels identifies clear learning objectives that can be assessed;
  - Pupils are helped to understand the criteria against which their learning is assessed so they know what they need to do to get better;
  - Children are encouraged to evaluate their own learning;
  - Marking and annotation of planning are key elements of the guidelines.
- Targets are set which are realistic yet challenging;
- Analysis of assessment results is a central element of Academy Self Evaluation;
- Reports to parents are clear and honest, are based on actual evidence, give a clear statement of strengths and weaknesses and set targets for the future.

### Responsibilities

- The Local Advisory Board, in partnership with the Head teacher and Assessment Coordinator, determines the Academy policy for assessment.
- The Head teacher is responsible for working with staff to devise, monitor, evaluate and review procedures for assessment.
- The teaching staff are responsible for carrying out the agreed procedures for assessment.

### Guidelines

#### **Formative Assessment**

- At the beginning of the lesson, explain the learning objective and success criteria (we are learning to, WILF what I am looking for) Refer to both during the lesson and in the plenary. Where appropriate, encourage pupils to judge the success of their work and that of their peers.
- Use time during lessons to listen to pupils and question them to assess their understanding, then respond accordingly giving encouragement or further clarification (giving constructive comments on how work can be improved and specific praise is good practice);
- Use assessment information gathered by TAs
- Mark pupils' work to check understanding and diagnose misunderstandings; write comments in pupil's books following Marking Policy.
- Annotate planning: include comments on children who have not reached or who have exceeded objectives (or were absent) and use the notes to adjust subsequent planning where necessary.

- English Writing: 6x annual assessment task to be stored in writing assessment folders with records against Age Related Expectations given to assessment coordinator.
- Reading: 6x half termly assessment task (Rising Stars) to be stored in profile, keep group/ individual record of reading as appropriate. NFER tests to be used to give end of year age standardised score
- Maths: 6x half termly assessment task (Rising Stars) to be stored in profile, keep group/ individual record of reading as appropriate. NFER tests to be used to give end of year age standardised score

### **Academy Systems for standardised assessment of pupils' attainment:**

- Carry out KS2 SATs and NFER tests for years 1,2,3,4,5
- Use diagnostic testing to assess specific learning difficulties.
- In Year six children complete Standard Attainment Tests at the end of the year.
- In Foundation Stage children complete The Foundation Stage Profile
- At the beginning of Foundation Stage to use Baseline Assessment (Early Excellence)

### **Academy Systems for recording pupils' level of attainment and tracking progress:**

Results of targets, teacher assessments and standardised tests scores kept for each child using SIMS.

- An Academy profile maintained for each pupil passed from teacher to teacher containing:

Records from previous Schools

Examples of levelled work in Maths, Science, English (Years 1 - 6)

- Teachers to pass on other assessment records.
- Assessment Coordinator and teachers to set targets for individuals in tracking files (Half Termly) and record actual progress at the end of the year.

### **The use of assessment information for Academy improvement:**

Test results are analysed to determine:

- Whether some aspects of the Academy's work are more effective than others;
- Whether some groups of pupils are doing better than others;
- The effectiveness of targeted support (SEN)
- How attainment changes year to year;
- How our Academy compares with neighbouring/county/national results.

### **Reporting information to parents**

- Informal meetings initiated by the teacher or the parent;
- For children on SEN register (ITP, ITP+ and Educational Health Care Plan) - meeting to discuss ITP's once a term.
- Parent meetings in Key Stage 1 and 2 as follows:

Autumn/Spring: Main Parent/ Teacher meetings after Academy - all parents encouraged to attend.

Interim terms: SAT preparation parent/ teacher/Children morning

Final term: Annual Reports with parent teacher meetings to answer specific concerns.

### **MARKING (See Marking Policy)**

#### **Effective Marking should:**

Provide clear feedback to pupils about the strengths and weaknesses in their work

- Recognise, encourage and reward pupil's effort and progress
- Provide a record of pupil's progress
- Encourage pupils to strive to improve
- Direct pupils to what they need to do to improve their work
- Help parents understand strengths and weaknesses in their children's work

#### **Marking Procedures**

- As far as possible, marking will be done daily or when a piece of work is completed.
- Teachers will use feedback from marking to inform future targets and planning
- Wherever possible, marking will be related to a clear learning objective, which has been shared with the children. Therefore incorrect spellings may not always be corrected.
- Good presentation is expected and may be marked.
- Marking will celebrate success whenever possible in order to raise self esteem and encourage all children to work to their full potential
- Pieces of work will be marked with one tick, two ticks or three ticks next to the learning objective. These indicate the level of the child's understanding and the definition for each tick will be displayed in the classrooms.

- Some work may be graded or levelled in a way clearly understood by the pupils.
- Appropriate comments or prompt questions will be written in language that the child understands. (This may assume having comments read to them for non readers)
- A particularly successful piece of work may be awarded with a credit in line with the Academy's system of rewards.
- Every effort will be made to allow children time to reflect on marking and edit/improve their work.

### **Annual Reports**

When writing reports, teachers should:

- Base comments on evidence
- Avoid jargon that would not be understood by parents
- Years 2 and 6 comment on assessment results, attach explanatory print out.
- Use IT to process reports
- Attach explanatory letters to reports.

### **SEN**

Assessing at an early stage is essential to ensure that we effectively help children to overcome difficulties. See 'Special Needs Policy Document'. Each child on the Special Needs Register will have an individual file monitoring progress. Both formative and summative assessments will be carried out rigorously to ensure the child's needs are being met.

### **Equal Opportunities and Inclusion**

We aim to ensure that there are opportunities for boys and girls of all abilities to complete appropriate assessment tasks free from stereo typed or biased expectations. There must be equality for those learning English as a second language and for pupils from all different learning backgrounds. Analysis of assessments will also include gender differences and this will be investigated in order to inform teaching and learning.