

## **BURTON BRADSTOCK SCHOOL**

### **Assessment Policy**

#### **What is Assessment?**

Assessment is the means of collecting and providing information about individual children's prior experiences, development and achievements, which identifies strengths and weaknesses and guides all who are involved with the child towards his or her future learning. At Burton Bradstock School we believe that assessment needs to be placed at the heart of the education process. It needs to be at the forefront of our thinking when preparing programmes of study and the outcomes of assessment need to drive future learning for groups and individuals.

#### **What are the Purposes of Assessment?**

- To assist the child in the process of learning and to provide information and motivation for future learning.
- To diagnose individual weaknesses/strengths and provide information for intervention strategies or extension activities.
- To provide information for all others actively engaged in the child's education, such as teaching staff and Headteacher, parents, T.A.s, S.E.N. agencies, other schools etc.
- To support the review and evaluation of the whole school Curriculum and inform School Development Planning.

#### **What do we Assess?**

##### 1) Skills

The following skills are promoted and need to be assessed:

- The independence of children to manage their own learning
- The ability of children to organise themselves and resources
- The ability of children to manage time and space in school and elsewhere (e.g. homework)
- The ability of children to review their own strengths and weaknesses through a variety of self-assessment systems including the consultation system
- The ability to negotiate their learning opportunities

- A wide range of specific skills relating to each area of the curriculum, including the National Curriculum and the EYFS
- Interpersonal skills associated with the personal, social and emotional development of each child.

## 2) Knowledge and Concepts

The knowledge and concepts that the teacher is required to deliver to each child is determined by the content of the National Curriculum and the EYFS.

## Types of Assessment

Assessment at Burton Bradstock School is both formative and summative.

Formative (AFL): This is the ongoing assessment carried out by teachers both formally and informally during a lesson and throughout a unit of work for informing the next stages of planning and helping children to know what they have to do to make good progress.

Summative: These occur at defined periods of the academic year (half termly or termly). The main summative documents are the Annual School Reports, records of overall progress in the National Curriculum e.g. Key Stage 2 S.A.T.S., Key Stage 1 Teacher Assessments, Year 1 Phonic Screen, The EYFS Profile in Reception and documentation that signals the end of a particular cycle for a child with Special Educational Needs – e.g. the review of an Individual Education Plan. Summative tests support teacher assessments. This provides governors, parents, pupils and other bodies with accurate data about pupils' attainment and achievement.

## Assessment Strategies

A number of different strategies are employed in the classroom to support assessment:

- Clear learning objectives
- Sharing success criteria
- Discussion, questioning and modelling
- Flexible groupings
- Self and peer assessment
- Individual challenging and relevant targets
- Constructive feedback/marking
- Children knowing their next steps in learning
- Supportive learning environment
- Working walls

## **Records and Record Keeping**

Teachers use School Pupil Tracker Online and FFT to track and review pupils' progress, set appropriate targets and to form the basis of reports. School Pupil Tracker Online ensures assessments are recorded and are accessible to all staff to enable children's progress to be monitored as they progress through the school.

Records are kept in many ways, which include:

- Teachers' tracking
- Children's work
- Teachers' notes
- Termly progress on School Pupil Tracker Online
- Reports to parents

## **Targets and Target Setting**

Within Key Stages 1 and 2 each child will have a range of ongoing personal targets to work on linked to English and Mathematics. Planning will be devised to maximise opportunities for the children to achieve their individual targets.

In addition, targets for the end of the year in Reading, Writing and Mathematics are set. Termly Pupil Progress meetings with the class teachers and headteacher take place where progress is discussed, any barriers to learning identified and targets checked to ensure they are ambitious and relevant.

## **Assessment in the Foundation Stage**

On entry to Reception, children will be informally assessed to gather an accurate baseline assessment for all children across all areas. Results are used to inform planning, set targets and aid early identification of special needs. During their time in the Foundation Stage children will be assessed using the Foundation Stage Profile which is based on the teacher's ongoing observations and assessments in the seven areas of learning.

At the end of Reception the teacher makes a summary judgement against the 17 Early Learning Goals and states whether a child is emerging, expected or exceeding the statements. This is recorded on School Pupil Tracker Online. The teacher also writes a commentary on the Characteristics of Effective Learning which is shared with both parents and the Year 1 teacher.

## **Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school
- With colleagues from other schools when possible
- By using the SATs exemplification material

Following whole school moderation levelled work that has been agreed are added to the Standards Files.

## **Communicating Progress and Achievement to Parents**

Parents/Carers are offered termly consultations to discuss progress and an end of year report is sent home to parents/carers.

The school also operates an open-door policy so that any parent or teacher with a specific concern can arrange to meet to discuss it.

Other systems that allow communication of progress and achievement to take place are:

- Good Work Assemblies
- Classroom Displays
- School Productions
- Sports Activities
- Church Services
- Community Activities/Competitions
- Regular newsletters