



Bledington Primary School

Assessment Policy

Date of Ratification: 12.10.17 25.03.21 18.01.24	Updated 12.03.21 01.01.24	Signed: HEADTEACHER  CHAIR OF GOVERNORS <i>K Dainty</i>
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Please read this policy alongside our Feedback and Marking, Presentation and handwriting policies. All our policies can be found at <https://www.bledington.gloucs.sch.uk/policies/>

Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and the children's progress expressed and monitored. It should be done in partnership with the children and be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. Used effectively it will help the school to strengthen learning across the curriculum and help teachers to enhance their skills and judgements.

Aims and Objectives

The aims and objectives of assessment at Bledington Primary School are:

- To enable our children to demonstrate what they know and understand;
- To help our children understand what they need to do to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents/carers that enables them to support their child's learning;
- To provide the Senior Leadership Team (SLT) and Governors with information that allows them to make judgements about the effectiveness of the school;

Assessment information may be gained through:

- Formative strategies (Assessment for Learning) to indicate the effectiveness of teaching and learning
- Summative strategies for recording and reporting attainment
- Diagnostic strategies to identify strengths and specific difficulties

Formative Strategies - Assessment for Learning (AFL)

The range of opportunities for carrying out continuous assessment is increased by:

- Good classroom organisation which encourages children to work independently while the teacher is concentrating on a small group;
- Adopting a variety of AfL strategies to suit the needs of all learners such as peer assessment;
- Classroom experiences which arise from a wide range of stimuli and lead to tasks which offer opportunities for observation;
- Effective use of other adults in the classroom
- Co-operation and support of parents.

The outcomes of assessment modify our teaching methods, provide feedback on the curriculum and indicate pupil progress. The potential for AfL in developing a positive self-image in the pupil is recognised through constructive feedback and the feeling of success, which motivates the learner and encourages further study.

Peer and Self-Assessment

Teachers also provide opportunities for pupils to reflect on their performance and the performance of their peers identifying areas where greater help or application are needed.

Target setting (See also Feedback and Marking Policy)

Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children. Target setting also allows us to ask some key questions about the performance of our school. These are:

- How well are we doing?
- How well should we be doing?
- What must we do to make it happen?
- What action should we take and how do we review progress?
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Target setting is a significant strategy for improving achievement provided that the child is at the heart of the process. Our targets should be challenging, measurable, but also realistic and take into account the starting point for each individual child. Staff meet regularly to discuss pupil progress and have one staff meeting per term dedicated to this.

Marking

Teachers in the school use a common policy for marking work which is fully understood by all staff - see Marking and Feedback Policy and the Presentation Policy and non-negotiables for the presentation of work

House Points and rewards

House Points are used for classwork and homework, with the Headteacher sticker award available for exceptional work. Teacher and Headteacher certificates are given weekly during a Celebration Assembly. Certificates are also earned for Reading and Handwriting progress. Twice a year the Governors award a Book token to one Infant and one Junior pupil for their outstanding contribution to the school.

Summative Strategies – Formal Assessment

This type of assessment is used to gain evidence of specific strengths or specific needs of individual pupils. They are however only a snapshot of what the child has achieved across the year, for example, children in Years 1-6 will have a formal writing assessment at the end of each half term.

Formal tests: KS1 Phonics Screening (April)
Schonnel Spelling Test (KS2 Sept/Dec/May)
Termly miscue analysis (reading)
NFER :Reading, SPAG, Maths (KS2 Nov/June)
KS1 & KS2 SATS May
EYFS profile (June)

Tracking

Termly progress and assessment is completed by each class teacher and recorded on INSIGHT school tracking system. This type of assessment is used to gain evidence of specific strengths or specific needs of individual pupils. They are however only a snapshot of what the child has achieved across the year. Children in Years 1-6 will have a formal writing assessment at the end of each half term.

The results of these tests are recorded on individual and class tracking forms where they are used to measure progress across the academic year, year on year or across a key stage. It is particularly important that summative assessment is reported in a way useful for pupils, teachers, parents and other interested parties and that there are regular progress meetings to monitor progress and intervene where progress has been slow.

Tracking

Diagnostic Assessment

To be used when it is necessary to inform teachers or other agencies of specific progress include:

- Dyslexia screening
- ABC/Connells for OT
- SDQs for Advisory teachers etc

Reporting Assessment

The Headteacher and class teachers keep records of test results and levels achieved as well as teacher assessment which are recorded on pupil profiles through INSIGHT individual and class tracking forms.

Weekly tests results are kept by the class teacher and can be used to record/mark significant points in a child's development, such as moments of 'breakthrough' in understanding.

Reporting to parents.

Bledington Primary School offers three Parents meetings per year. Advice for improvement and continued progress will be given as appropriate. The meetings in the Autumn and Spring term are timetabled individual appointments whilst the Summer term meeting is an Open day with a celebration of the year. A further Open Day to visit classes in action during school hours is offered to all parents and community in the Autumn term.

An Annual Report to parents is sent home in June. It gives detailed information about work covered, includes progress in all subjects and comments on the pupil's behaviour and attitude towards learning. It includes test results, teacher assessment and notes whether the pupil is meeting Age Related Expectations or is above or below these standards. In the EYFS, each subject area has a narrative comment and pupils are judged against the EYFS Emerging, Expected, Exceeding standards.

Parents of pupils who are on our Special Educational Needs (SEN) register will have a further three meetings during the year to specifically discuss progress made on identified targets and set new targets which are Specific, Measurable, Achievable, Realistic and Timely. Parents of pupils who have an Education Health Care Plan (EHCP) will further meet with a wider group of professionals to discuss needs and produce an Annual Review of progress and outcomes.