




ASSESSMENT POLICY



National Support School
designated by

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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would like to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.



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Please read alongside Feedback Policy

The role of assessment is to move learning forward: **THINK 5!!**

1. Engineering effective discussions, questions and tasks that elicit

evidence of learning - **QUESTIONING**

This involves teachers using a range of questioning techniques. It includes waiting longer to allow pupils time to think about their answer, adopting a 'no hands up' policy and designing questions around common misconceptions.

2. Providing feedback that moves learners forward – **TEACHER FEEDBACK**

This involves teachers providing structured comments rather than marks or levels with a particular focus on what the pupils should do to improve their work. The focus is on verbal feedback.

3. Clarifying and sharing **learning intentions and criteria for success**

This involves ensuring pupils have success criteria and asking them to assess their own, or each other's work, with reference to key criteria. At times pupils should be part of setting the success criteria themselves, especially as they grow older.

4. Activating pupils as the owners of their own learning – **SELF ASSESSMENT**

This involves pupils selecting tasks from a range offered by the teacher and conducting self-assessments of their progress.

5. Activating pupils as resources for one another – **PEER ASSESSMENT**

This involves pupils asking each other for help, working in groups to tackle a task and providing feedback on each other's work.

Our beliefs

Assessment is a means of teachers helping children to become motivated, confident, independent and successful learners. It gives children ownership of their learning. It is through understanding where they have come from, where they are at, where they are going to and how they will get there, that children are able to take control of and care about their learning and this is when real progress is made.

Assessment is happening all the time throughout the teaching and learning processes at our school. Sometimes it is obvious and tangible - in the form of a statutory, optional, end of unit or spelling test, but more importantly, in **each** lesson teachers are framing their questions, aiming their observations, promoting discussion, checking understanding, providing feedback and modelling how to give feedback to promote self and peer assessment in order to lead children towards taking the next step in their learning.



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Achievement is highly valued in our school. We are proud to treat each child as an individual and recognise that children will have strengths and areas of development in different areas. Through praising and rewarding achievement we know that children will have high self-esteem and the confidence to tackle those areas that are a challenge to them. We use a school-wide reward system of house-points linked to celebration and presentation of badges in assembly. This allows children to share their successes with others in school and at home. In addition to this, we encourage children to understand that mistakes help us learn and we promote growth mind-sets reminding children that they may not be able to do it "yet". Each class has a yeti who helps us remember this.

Assessment is useful only to serve pupil achievements. We are mindful of teacher workload and do not waste time collecting and analysing data that does not efficiently and effectively allow us to help pupils.

Principles

At Buckland school we use systems and procedures which support the two key types of assessment:

1. Assessment of Learning (summative assessment)
2. Assessment for Learning) formative assessment.

We believe that our use of assessment is both an integral and essential part of effective teaching and learning (see Teaching and Learning policy). The following summary statements underpin the practices outlined in this policy:

- The range of assessment practices we use allow us to ensure children feel successful, take ownership, support each-other, make progress and to be motivated in their learning.
- They inform our knowledge of what children can do in order that we can best plan the next steps.
- Children are involved in assessment of their own skills, knowledge and attitudes and with modelling and support at first, are encouraged to move towards being independent in their own target setting and review.
- Effective assessment allows us to report accurately to parents, involving them in helping their children to plan the next steps.
- FFT curriculum tracker is used to track achievement and progress; to ensure each child is making the progress expected of him / her and to identify children needing support both in core and foundation subject areas.
- Three Assessment weeks throughout the year give us the opportunity to take a snapshot of where children are in their learning across the curriculum, building a profile that follows each child through school. This is used to inform children, staff, parents and other interested bodies of the progress each child is making. Key performance indicators (KPIs) are recorded in children's books.

Assessment of Learning - (summative assessment)

This type of assessment allows us to gather a snapshot of what children can do at any given point.

Children's books

Evidence of attainment is assessed in children's books.

In subjects where written evidence of attainment is not practical, teachers record their observations of attainment using FFT Curriculum Tracker which is updated regularly after units of work.

KPIs are used in the core areas to measure what children know and can do. They help to identify the next steps. When a child has met all the KPIs for their year group they are recorded as working at the expected level. Following this, they will apply their skills across a range of contexts to broaden and deepen learning. This is known as working at greater depth or at a high standard.

In Foundation subjects, teachers use a range of methods including observation, quizzes and other low stakes testing methods, discussion with pupils and book looks to determine what children have learnt. This is a continuous process.

Following Assessment weeks, teachers meet with the Head-teacher or Achievement lead to discuss pupil progress and plan how to target identified individuals.

Evidence folders are stored in classrooms, providing easy access for staff and pupils and a reminder about how highly we value our achievements and attainment.

In the Foundation Stage each pupil's attainment is recorded on Evidence Me. Observations and assessments are made by all staff. Parental contributions are a key part of the profile. The EYFS leader completes an analysis at each assessment point (3x a year) to check the progress and achievement of individual children and the cohort and to target any necessary interventions. Evidence Me is shared electronically, termly with parents online.

Reading / Spelling Records

Teachers keep records of attainment in reading, highlighting what pupils can do within each KPI and sharing the next steps with them. They record when they have read with a child, or group of children, communicating with parents through the use of each child's Reading Record book in EYFS, KS1 and lower KS2.

In KS1 and for older children who still need it, teachers keep records of key words and phonemes that children can read and spell. Records are passed on between members of staff to ensure continuity.

Analysis of data

Following end of key data points, our ASP report which arrives in the Autumn term, helps us in analysing our performance, identifying strengths and weaknesses and in setting future developments and performance targets. This yearly analysis is carried out by the Head and governors.

Assessment for Learning – (Formative assessment)

Target Setting

We believe that assessing achievement and attainment and setting targets alongside children has a key role to play in children making progress and in raising standards. In our day-to-day work at Buckland, teachers and children are constantly involved in discussion about what has been achieved and where that means we are going next. As our children get older they are encouraged to take increasing responsibility for this assessment, with the support and modelling of the teacher. All children have a termly Personal target that relates to attitudes, relationships or behaviour (learning to learn).

- i). Targets are formed through formative assessment of individuals' achievements and discussed individually or with groups as appropriate.
- iii). Personal targets are displayed in the classroom, so that children can support each other in achieving them and in offering praise.
- iv). Knowledge organisers are shared with children each term for key topics so that they can see what they need to remember in key foundation subjects.
- v). Our house point reward system is used to reinforce success in working towards and achieving targets on a daily / weekly basis.

Planning for and use of Assessments

Teachers identify, as part of their daily delivery, which key assessment strategies they will be using during a lesson and with which groups of children. Assessment strategies in use within lessons may include: observation, questioning, discussion, analysing work, checking children's understanding and providing written / verbal feedback.

Weekly planning involves setting clear objectives and identifying what good learning will look like, linked to these objectives (success criteria). Success criteria are shared with children and used in evaluating outcomes. As children get older they begin to identify their own success criteria.

Using information gathered by these formative assessments, teachers are flexible in adapting their planning to meet the needs of the class. The impact of assessment can be seen in pupil progress, subsequent lessons and adaptations to plans.

Often children are supported in the afternoon by a TA to understand something they did not get in the morning session. This avoids starting the next day on the back-foot.

Providing and using Feedback (see separate policy)

Teachers are constantly involved in giving feedback, in the form of praise for children's achievements and in outlining the next steps. This may take a verbal or written form. We believe that verbal feedback which is immediate and personal, leads to an increased sense of value. Written feedback is also important at times as it provides a permanent record, can be seen by a wider audience and acts as a future reminder. Teachers give children time to take account of key feedback, relating to targets or specific lesson success criteria, so that work may be improved and learning can take place.



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Planned time is given to assessing work against the identified success criteria, often this takes place in the plenary session. Children are encouraged, increasingly as they get older, to evaluate their own performance and identify how to improve. They are also encouraged to reflect on the strategies they used which were successful for them so that they become increasingly aware of their learning styles.

Talk partners are also used for children to provide feedback to each other, giving them experience of analysing work and supporting each-other in their learning.

Special Educational Needs

Children who are not making progress are assessed according to the procedures outlined in our SEND policy. Teachers consult with the Inclusion manager, Head teacher and SENCO about these children and where necessary additional assessments are carried out in order to measure progress rigorously. These assessments may involve the support of outside agencies. Reading and spelling ages are taken termly for these pupils to monitor progress. Teachers pay particular attention to monitoring work and providing feedback to SEND pupils to ensure they make progress.

Reporting to Parents

We recognise that informal feedback to parents about their children's progress is essential to the forming of a close partnership between home and school in which children, their parents and staff are working together. This feedback may take place before or after school, as parents bring and collect their children. At times a more formal meeting may be requested by either party.

In addition to this we invite parents in to formally discuss progress twice a year. Older children especially are encouraged to attend these meetings and take an active part in the discussion about their learning. During the summer term a written report is sent home on which end of key point assessments are reported.

Monitoring

The Head teacher oversees the working practise of this policy throughout school, ensuring that all staff are up to date with assessment practices and that they are evidenced in the classroom. Monitoring takes place through learning walks, book scrutiny, pupil voice and lesson observations.