

BARNS GREEN PRIMARY SCHOOL

Assessment Policy

OUR SCHOOL VALUES AND VISION

Barns Green Primary School

Our Values are:

- Respect
- Responsibility
- Perseverance
- Compassion
- Community
- Inclusion

Our Vision is:

Promoting independent thought and learning

Providing a broad-based education

Respecting individuality and difference

Emphasising the importance of team work

Nurturing physical health, emotional security and spiritual richness

Our pupils will learn to become self-confident, enthusiastic, resilient and tolerant.

2018

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Our rationale is in line with the following:

West Sussex schools believe that assessment starts and ends with the learner. In West Sussex we have high expectations of all learners and all assessment practice will promote high quality learning for all. Any assessment framework must value professional judgement and assessment practices must actively engage and involve pupils, teachers, all school staff, governors and parents. Methods of assessment must be purposeful, varied, time-efficient, manageable and accessible to ensure inclusivity.

West Sussex County Council 2014

Assessment systems should:

- ensure:
 - common assessment processes of standardisation and moderation, are consistent across school, locality and county, to enable accuracy in all aspects of teacher assessment;
 - systems are time efficient and manageable;
 - a range of assessment for learning strategies will develop pupil progress;
 - early identification of pupils and groups at risk of underachievement regardless of ability;
 - identification of areas of provision to be celebrated or improved;
 - quality learning outcomes that include purposeful, independent, choice-giving, extended, learning opportunities;
 - use of a common language for assessment.
- enable:
 - assessment to be accurate, accessible and based on a shared understanding that builds trust and confidence between the learners and between colleagues;
 - transparency and clarity;
 - consistency in tracking pupils' attainment and progress across all year groups;
 - recognition of individual achievements with the child at the centre of their learning;
 - encouragement of self-esteem and confidence in the learner;
 - identification of the next steps in learning for individual pupils;
 - rich Q and A conversations with learners to elicit and secure deep understanding of concepts and skills;
 - quality interactions and dialogue around learning with all members of the school community.
- support:
 - planning, teaching and learning;
 - transition between year groups, key stages and schools;
 - regular reporting to parents.

In line with the new National Curriculum we want our children to:

- Study fewer things in greater depth
- Be given more time to study at the right pace, to ensure deep, secure understanding of their learning

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- Fully understand key ideas, concepts and skills
- Be at the centre of assessment
- Be involved in their own assessment

Assessment procedures

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. These assessments are then used to inform planning, individual pupil next steps and track progress. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress and as part of daily feedback (see feedback and marking policy).

Roles & Responsibilities

Teachers/Teaching assistants are responsible for:

- Tracking children's progress against the standards set out in the National Curriculum
- Using professional judgements to complete the school's bespoke tracking system each half term
- Using professional judgement to assess whether a child is on track to meet their end of age expectations, not currently on track to meet their end of age expectations or currently working below their age expectation
- Teachers are responsible for analysing the performance of individuals and vulnerable groups within their classes and for using this understanding to plan in ways that appropriately meets the needs of individuals and groups within their class
- Teachers in years 3, 4 and 5 are responsible for administering NFER tests each term and for reporting the results of these tests to the assessment lead
- Meeting with the Head Teacher to discuss children that at risk of not making progress
- Implementing and monitoring interventions

The Head teacher and Deputy Head teacher are responsible for:

- Holding termly Pupil Progress meetings
- Monitoring standards in core subjects alongside the subject coordinators
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Reporting to the School Improvement Advisor

The school has an Assessment Co-ordinator (Deputy Head Teacher) who is responsible for the following, in conjunction with the Headteacher:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Analysing school data six times yearly in order to capture progress of classes, year groups, significant groups and individuals
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents, where appropriate
- Reviewing policy and practice regularly with staff

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- The SENco also monitors assessment data for children on the SEN register

Moderation

Informal discussions:

Informal moderation between teachers is encouraged at BGPS and these professional discussions can help class teachers to get an overview of the level of attainment across the whole school ensuring progression.

Whole school moderation:

Before attending locality moderation meeting a member of staff will collect evidence of work from one child (this is in the form of the child's book, video captured using iPads or observation records). The collection will then be looked at and discussed by all staff before agreeing on a whole school judgement.

Locality moderation:

A member of staff from BGPS will attend the locality moderation. The purpose is to reinforce professional accountability; widen and strengthen staff understanding of expectations and identify next steps in learning.

Class teachers will collect evidence to take to moderation alongside completed evidence forms to moderate assessments against NC outcomes; detailed End of year expectation statements/West Sussex documents will provide the assessment guidance. The member of staff will be expected to talk through the 'story' of the child and explain their decisions. Evidence will be brought to the sessions in form of annotated/signposted work, videos, photos and observations.

Feedback forms from these meetings should then be presented to the Headteacher.

Barns Green is subject to external statutory moderation for writing in both years two and six and this forms part of the testing that takes place in these year groups

Glossary of Assessment Terms

- **Standardisation** – making sure all schools and all teachers are aiming for the same set of standards.
- **Moderation** – a process whereby the class teacher discusses a pupil's achievements and identifies next steps.
- **Learning outcomes** – what the child learns at the end of a unit of work or lesson.
- **Tracking** – a system of following a child's achievement throughout their life at BGPS
- **Summative assessment** – a way of evaluating a pupil's learning at the end a given amount of time by comparing it against some standard or benchmark. These may end of Key Stage tests.

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- **Formative assessment** - Informal assessment procedures which help the teacher to identify the pupil's next steps. Usually carried out throughout the learning process in order to modify teaching or learning activities. May be referred to as Assessment for Learning.
- **Progress** – making sure that each child has improved over a given amount of time
- Interventions – Group or 1 to 1 activities which support the pupil's identified gaps
- **Cross-curricular work** – work completed in a different subject e.g. a piece of writing completed in a history lesson.

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