

BARNES GREEN PRIMARY SCHOOL

Assessment Policy

OUR SCHOOL VISION

We will help our pupils
We will
We will allow them to
We will help them

Learn
Inspire them,
Flourish and
Excel

These are the building blocks for a successful **LIFE**.

We are a child-centred school. Every decision we make is in the child's interest.

We encourage pupils to become confident learners.

We are all members of a Learning Family and we speak and listen to each other honestly.

We listen especially carefully to our pupils.

We recognise the value of individuality.

We make sure every child can achieve excellence.

We celebrate everyone's success and learn from our mistakes.

Ours is a safe, caring and happy school.

2014

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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
- 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

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context. These assessments are then used to inform planning, individual pupil targets 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 using single page of statements (end of year expectations), highlighting them when achieved.
- Making professional judgements using the statements to decide whether a child is 'on track', 'not on track', or have 'met' end of year expectations.
- Using the single statement pages to analyse the performance of individuals and vulnerable groups, then to set individual pupil or group targets
- Meeting with the Head Teacher to discuss children that at risk of not making progress
- Implementing and monitoring interventions

The Headteacher is 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 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
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents, where appropriate
- Reviewing policy and practice regularly with staff.

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.

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At least four pieces of independent cross-curricular work to be brought with 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.

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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.
- **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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