



## ASSESSMENT POLICY

### PURPOSE

The purpose of this policy is to support school improvement and the raising standards of achievement and attainment for all our pupils. It will set out the rationale and practical application of assessment at The Federation of Boskenwyn and Germoe Schools and will ensure that assessment practice in school adheres to the DfE Assessment Principles 2014 (Appendix 1) and the Federation Vision and Values.

This policy works alongside the school's curriculum statement.

**Status:** Statutory

### Who/what was consulted

This policy was written by Paula Blackburn in consultation with Joanne Nicholas, Zoe Symons and the staff of The Federation of Boskenwyn & Germoe Schools in line with guidance from the DfE and with reference to the following policies:

Marking and Feedback Policy

Curriculum Statement

SEND Policy (SEND information report)

The Assessment Lead Professional (Joanne Nicholas) is responsible for ensuring that the Assessment Policy is followed by all stakeholders across the school under the direction of the Executive Headteacher.

### The purpose of assessment

We assess so that:

- Teachers can assess what children know, understand and can apply to their work
- Teachers can plan learning opportunities that reflect the needs of all children
- We can identify children who are falling behind and therefore plan support to address their needs
- We can identify children exceeding their age related expectations and therefore plan work to extend them further
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis whole school planning and accountability

### Assessment at The Federation of Boskenwyn & Germoe Schools

Assessment at Boskenwyn & Germoe Schools follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. If children are bored and disengaged, they will not demonstrate what they know understand can do in their work. Assessment should not seek to label children's achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning

The following diagram demonstrates the regularity and is an illustration of the proportionate role different forms of assessment take in school

Summative  
Termly/annually

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Pupil/teacher interviews  
SLT/teacher interviews  
Termly

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Formative  
Daily

In all aspects of assessment children will be taught and assessed against the key skills knowledge and understanding appropriate for their age as set out in the Primary Curriculum 2014. This is organised into yearly age related expectations on the rolling programme and pupil achievement trackers.

The vast majority of our assessment is informative on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking and Feedback policy. At Boskenwyn & Germoe Schools we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place. Peer assessment is also formative and is evident in inquiry sessions and during daily maths and English lessons. Pupil progress interview between teachers, their pupils happen once each term (more frequently for vulnerable children with SLT members). The purpose of these meetings is to discuss learning with the children and to establish how they feel they are doing in relation to their learning. It also provides an opportunity for the teachers to give some face to face advice to the children about their learning based upon their progress so far and input can be given by both parents and pupils.

**Pupil progress meetings between class teachers and members of the staff and SENDCo happen once each term.**

These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified the SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise children that are exceeding age related expectations are discussed and extension work put in place as appropriate. Cohort analysis and attainment progress grids are completed at these meetings and intervention timetables prepared. Impact from previous intervention is assessed and reported to EHT.

**Summative** decisions are made about children's achievement at the end of each term and annually. These decisions are based upon bodies of the children's work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time. The school uses a range of summative tools. Whole school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across year groups and also with other schools to help ensure that our assessment decisions are always objective and accurate.

**Reporting Summative Assessments.**

Summative assessments are to be reported to Joanne Nicholas termly by the arranged deadline for Reading, Writing, Maths. Progress and attainment data will then be discussed at the staff meeting following the deadline; cohort analysis. Annual summative assessments are to be reported to the Local Authority once scrutinised by EHT and Assessment Lead Professional.

**Communicating with Parents about learning Assessment**

Parents are given a short verbal report at the end of the Autumn and Spring terms as well as a more in-depth report at the end of the Summer term. In this report children's learning is described according to how securely they have learned the curriculum for their age so far that year. In the

summer term more information is given which details the children's achievements in all curriculum areas.

Parents are also kept up to date with their children's progress during open afternoons and consultation evenings where children's work, achievements and next steps are discussed. Children are invited to attend these meetings.

### **Pupil Achievement Tracker**

In order to ensure that our assessment system is rigorous and consistent across the school we use a system devised by Zoe Symons. This provides assessment grids containing the learning content for Reading, writing and maths for each group.

Children's performance is measured against the learning grids for their age and judgements made based upon how securely they have learned the content given on the grids.

Each year grid has steps that describe how secure the pupils with their age related expectations. These steps are described as follows:

<b>Entering</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>
Evidence of a few aspects of the criteria – up to about 25% of the criteria (may be occasional but not yet frequent)	Secure in many aspects of the criteria – up to about 60%	Secure in most of the criteria – more than 60% and up to about 80%	Secure in all or almost all of the criteria (and most likely showing glimmers of the next years criteria)

### **Children working outside of their age related Expectations**

Some children may be significantly below their age related expectations because of their SEND. For such pupils it is important to assess their learning using a wider range of tools. This may be different for every child but could include assessment information regarding their spelling or reading age. Herts grids can also be used to determine at which chronological point in the curriculum the children are working at. As with all children pupils with SEND should be set targets that reflect their individual needs. They have IEP which details specific targets for them to work towards. Any assessment of their progress should take account of achievement against their academic and personal development. Children with SEND can also be assessed in regard to their progress with in particular learning interventions that take place across the school such as Catch Up for Maths and Reading, SEMH against the Leaven scales/Boxhall profiles, CAMHS.

### **The Role of the Governors**

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governor's will not know individual children's results it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children, eg. Pupil Premium, SEND, boys/girls.

The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stage 2 and the school must provide robust action plans following each year's results.

Governors will provide challenge for the school and will meet regularly with subject leaders to review progress.

**Monitoring Policy**

This policy is designed to ensure that children’s needs are reflected in planning and teaching across the school and that whole school improvement is effective. The policy will be reviewed every two years or sooner in light of changes from the DfE

COVID-19

At present, all standard assessment tests have been postponed. Termly assessments have not taken place formally but reports have been written and sent to parents. The policy will be updated when new information arrives from the DfE.

**Reviewed: September 2020**

**Next Reviewed: September 2021**

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Paula Blackburn, Executive Head Teacher

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Joanne Nicholas, Deputy Head Teacher

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Russ Monhemius, Chair of Governors