



## Assessment Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment and ensuring progress for every child.

Principles of assessment are;

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school

Effective Assessment Systems should;

- **Give reliable information to parents about how their child, and their child's school is performing**
- **Help drive improvement for pupils and teachers**
- **Make sure the school is keeping up with external best practice and innovation**

(DfE Assessment Principles)

### Early Years Foundation Stage (EYFS)

Children in the EYFS are assessed against the Early Years Foundation Stage Profile (EYFSP). This consists of Ages and Stages criteria for nursery learners moving into Early Learning Goals for Reception aged learners.

At the end of Reception these are reported as **Emerging**, **Expected** or **Exceeding** the Early Learning Goals (ELG) in each area. If a child achieves 12 out of the 17 ELGs they achieve a Good Level of Development (GLD), which means they are ready for Year 1.

Evidence is gathered across the year to create 'Learning Journeys' for all children in EYFS and we value all contributions from parents and carers to these documents.

Assessment in EYFS is gathered through observations of learners, samples of learning, photographs and conversations which demonstrate the child's understanding of a given concept.

In addition to this, staff identify the learning behaviours of children and plan lessons and activities to develop a wide range of learning skills in preparation for the next stage in their education; Key Stage 1 (Years 1 and 2).

## **YEARS 1, 2, 3, 4, 5 & 6**

Children are no longer assessed against the National Curriculum levels that parents and carers may have been familiar with.

Beacon View staff teach from the New National Curriculum, covering all requirements for the specific year groups. These requirements are called **Yearly Expectations**. These Yearly Expectations state the requirements a learner must meet in order to ensure continued progress throughout the year in line with age expected standards. Within these Yearly Expectations there are key elements; these are called **Key Performance Indicators (KPIs)**.

The New Curriculum focuses very much on ensuring children have a breadth of understanding within the concepts and skills within the specific year group. The application of these skills and understanding across a wide range of curriculum areas is key. Rather than moving 'up' and given harder work, there is more of a spiral curriculum where children have a greater understanding of the Yearly Expectations, being able to apply them in different contexts. Personalisation of the curriculum is planned for to ensure that all learners' needs are met.

Learners are assessed against these Yearly Expectations; the KPIs being recorded within Classroom Monitor (an app and website that enables staff to capture learning as it happens), in terms of whether they are **Not Achieved (NA)**, **Partially (P)**, **Mastered (M)** or have a **Deeper (D)** understanding of the concepts. Classroom Monitor then enables staff to analyse the data to review progress for children, different groups, impact of interventions etc. Throughout the year staff will provide the children, and their parents or carers, with a summary of the achievements towards these Yearly Expectations and KPIs.

Gathering evidence of learners' progress and development will continue with a wide range of **Formative Assessment**; (day to day assessment through learning completed, observations, conversations and guided sessions) which will inform staff's planning and also **Summative Assessment** (more formal assessment/tests) which play a part in the overall assessment and progress checks for learners at set times in the year.

Children in Years 2 and 6 take end of year assessments. The results from these external national tests are published in a new format in line with the new requirements.

### **Assessment for Learning**

Assessment for learning are opportunities which are part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Beacon View Primary Academy we will:

- Continually evaluate pupils learning to identify those pupils with particular needs (including those who are able) so teaching can be modified within the lesson and then needs planning for within future learning opportunities
- Annotate and adjust plans to meet the needs of the pupils, differentiating learning objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make

- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against the given success criteria linked to the learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average

Use Assessment for learning strategies such as:

- Working walls
- Targets
- Sharing success criteria
- Self and peer evaluation
- Discussion, talk and modelling
- Conditions for learning – display
- Learning journey – children know what is next
- Learning partners

### Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to continually raise standards.

The Assessment cycle at Beacon View Primary Academy will include data from:

- Statutory tests – Foundation Stage Profile End of Key Stage Tests
- Optional Standardised Tests provided by United Learning
- Ongoing writing assessments within literacy books after a unit of work
- Termly teacher assessments in Numeracy
- Termly pupil progress meetings with phase leaders; plot attainment to identify progress and target children who are not on track to make progress for the following term. This will identify interventions
- Ongoing teacher assessments in all subjects on a termly basis

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

## Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Beacon View Primary Academy we will:-

- Provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process and have a final end of year report.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment

The Assessment Lead will:

- Formulate the school's assessment policy in consultation with the staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Co-ordinate with SLT to resource school with relevant tests and update assessment cycle
- Manage and lead moderation
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets

## Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Beacon View Primary Academy we will:

- Moderate Teacher assessments with cluster schools, the LA and advisors within United Learning
- Moderate with classteachers and also with targeted groups of children
- Meet half termly as a phase to moderate writing assessments
- As a staff or SLT or in conjunction with outside advisors moderate work through planning and book scrutinies, feeding findings back to members of staff
- Collate evidence a wide range of evidence to back up teacher assessments

Agreed by School Staff – September 2016

Approved by the Governing Body – July 2016

Review Date – July 2017