



Buxlow School **Assessment Policy**

OBJECTIVES

At Buxlow School, we assess to:

- find out more about each child and to know the level they are working at;
- support and extend each child;
- highlight difficulties;
- find a baseline level;
- inform future planning;
- ensure that planned work has met the aims set.

We record to:

- provide evidence of the progress made and of the ability level of the child;
- give historical documentation of a child's progress through the school;
- provide information about which children have completed tasks set;
- inform that assessments made are accurate.

We report to:

- provide feedback for parents;
- provide feedback to pupils;
- give transfer information (from class to class and from school to school);
- provide information about a child's development and achievements;
- celebrate successes and guide future development

TYPES OF ASSESSMENT

Buxlow uses a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Assessment for Learning is “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. Assessment for Learning emphasises the following:

- The active involvement of pupils in their own learning.
- The provision of effective feedback to pupils.
- A recognition of the profound influence assessment has on motivation and self-esteem of pupils, both of which are crucial influences on learning.
- The need for pupils to assess themselves and understand how to improve (including self-assessment and peer assessment).
- Adjusting teaching to take account of the results of assessment.

Summative Assessment (Assessment of Learning)

Summative assessment – Assessment of Learning – measures what has been achieved against specific criteria and essentially measures a child's attainment and progress. Summative assessments emphasis the following:

- Identify attainment through standardised tests.
- Record performance in a specific area on a specific date.
- Provide age related standardised information.
- Provide end of key stage test data.
- Provide information about cohort areas of strength and weakness to build from in the future.

Both forms of assessment are essential parts of the learning process and are integral to this policy on assessment at Buxlow. (See Appendix 1 for School Assessment Schedule)

ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE (EYFS)

- On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. A baseline level is recorded on Tapestry and Famly, both of which are EYFS online learning journals.
- Cambridge CEM Assessment for Valuation (Baseline on entry and again for End of Year.)
- Staff record progress electronically using the software 'Tapestry', assessing against objectives and recording photographic evidence. Parents are able to view their own child's learning journal including observations and the age band that has been assigned to it.
- Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress.
- Pupils will be assessed using the Development Matters statements and against the Early Learning Goals (ELGs) which are based on the teachers or key workers ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

- For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).
- In addition to the ELGs, teachers or key workers, also observe children in regard to each child's characteristics of effective learning which encompass:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

- Each child's developments and achievements are reported to parents. In the Autumn Term, parents receive a written Progress Report. In the Spring Term, we provide teacher assessed grades for

attainment, effort and progress, and in the Summer Term, a complete Academic Profile is provided for parents.

ASSESSMENT IN KEY STAGE 1 & KEY STAGE 2

- Teachers use AfL to provide on-going assessment, through the use of focussed marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives and to identify and set next steps for learning for each child.
- Annotated plans and planning notes made by class teachers and additional adults involved record other important information about the progress of children in the class when Relevant. C
- CAT4 tests are used to give an indication of latent ability, and the standardised scores arising from these tests are then compared to standardised scores from external assessments.
- The school uses **GL Assessment** papers; Progress Tests in Maths and Progress Tests in English, so that the comparison would hopefully provide a more accurate picture of children's progress, as well as identifying those who are under achieving. Reading is assessed using the NGRT (New Group Reading Tests.) These are standardised, adaptive assessments to measure reading skills against the national average.
- The SEN and EAL Registers ensures that children with identified special education needs (SEN) and those children not making expected progress are highlighted and supported appropriately and their needs assessed regularly.
- A variety of weekly tests (including spelling tests) to identify progress and gaps in learning.
- Regular assessments are conducted in English using the Big Write framework, with scores recorded and progress and gaps in learning identified. These results will also be used to help inform teachers future planning.

Each child's developments and achievements are reported to parents. In the Autumn Term, parents receive a written Progress Report. In the Spring Term, we provide teacher identified targets for each child, and in the Summer Term, a complete Academic Profile is provided for parents.

REPORTING

Reports promote and provide good home/school relationships and allows teachers to share pupil's progressions and next steps to learning.

When we report we will be looking at:

- All subjects
- Behaviour
- Social ability
- Attainment and effort
- Curriculum objectives
- Exam results
- Performance in standardised tests

We will report through:

- Full written report (Autumn Term and Summer Term)
- Parents' evenings (Autumn Term and Spring Term)
- Target Setting Cards (Spring Term)
- Informal meetings with parents
- Marked books
- Feedback to pupils

- Tapestry and Showbie

RESPONSIBILITIES

The Deputy Head is responsible for ensuring that:

- Marking of pupils' work complies with the school's overall marking guidelines as a means of assessing day-to-day performance and is used to motivate pupils and provide them with specific guidance on future targets
- A database of pupil attainment is used to track individual progress
- All pupils receive regular written reports for each subject as appropriate
- Parents are kept informed about their child's progress and attainment
- Relevant Continuing Professional Development is provided for staff when new developments in assessment arise
- A range of data is collated and analysed to be used as a baseline to monitor and review individual pupil progress; information from data is shared with all teachers to identify signs of under achievement or unusual potential and to help set targets for the pupils
- The school provides regular opportunities for informal and formal parent consultation

Teachers:

All teaching staff are expected to ensure that:

- Pupils are actively involved in their learning and self-assessment of progress
- Assessment builds pupils' motivation, confidence and self-esteem
- Lessons begin with clear expectations and learning objectives are shared with pupils. (These are reviewed at the end of the lesson or series of lessons)
- Each pupil receives feedback about the standards of their work, although this may not always be in writing
- When work is returned, pupils are given feedback in line with the School's Marking Policy. They contribute to the development of literacy, numeracy and ICT as well as oral skills wherever possible through assessment within the teaching of their subject
- Feedback to children, from tests and exams should be positive, respecting the abilities of all pupils and aiming to build confidence as far as possible

Pupils:

Pupils are encouraged to take responsibility for their own learning through:

- Self and Peer Assessing their own work in a way appropriate to their age
- When possible, increasingly setting targets for their own learning (age appropriate)

This policy was reviewed and updated in Autumn 2023.

The next review will take place in Autumn 2024 or in light of relevant regulatory changes.

Signed: Amit Mehta (Proprietor)

Appendix 1: School Assessment Schedule

Autumn Term:

All pupils:

PASS (Pupil Attitudes to School and Self) surveys

Reception:

Cambridge CEM Assessment for Valuation (Baseline)

Key Stage 1:

Half Termly Creative Writing Assessment (Ros Wilson)

NGRT Reading Tests (GL Assessment)

CAT4 Papers

Key Stage 2:

Half Termly Creative Writing Assessment (Ros Wilson)

NGRT Reading Tests (GL Assessment)

CAT4 Papers

Mock 11+ Papers (Y5 & Y6)

Parents' Evening

Written Progress Report provided at end of term.

Spring Term:

Key Stage 1:

Half Termly Creative Writing Assessment (Ros Wilson)

Key Stage 2:

Half Termly Creative Writing Assessment (Ros Wilson)

Mock 11+ Papers (Y5 & Y6)

Mock 10+ Papers (Y4)

Parents' Evening

Written Target Cards provided at end of term.

Summer Term:

All Pupils:

Progress Tests in Maths (GL Assessment)

Progress Tests in English (GL Assessment)

Reception:

Cambridge CEM Assessment for Valuation (End of Year)

Key Stage 1:

Half Termly Creative Writing Assessment (Ros Wilson)

Key Stage 2:

Half Termly Creative Writing Assessment (Ros Wilson)

Mock 11+ Papers (Y5 & Y6)

Mock 10+ Papers (Y4)

Academic Profile Report provided at end of term.