

# BOURN C of E PRIMARY ACADEMY

## Assessment Policy



### 1. Introduction

At Bourn Primary Academy, we closely monitor the children's progress in order to provide them with the best possible opportunities, challenge and support. Each of our assessment strategies take into account the individual needs of the children and ensure that they are able to make excellent progress in their learning.

### 2. Aims and Objectives

We assess to:

- Enable our pupils to demonstrate what they know and understand and their skills in each curriculum area;
- Enable teachers to plan learning opportunities that reflect the needs of each child;
- Inform children and help them to understand what they need to do next to improve their work;
- Highlight targeted individual children and groups of children for intervention and extension;
- Set learning targets for individual children and groups of learners;
- Provide parents with information regarding their children's progress so that they are able to support learning at home;
- Contribute to accountability data and highlight areas of school-wide success and areas for development.

### 3. Aims and Rationale in Relation to the New National Curriculum

In 2013 the Department for Education announced the removal of levels for the attainment and progress of children and therefore schools were tasked with creating assessment systems that support the learning of their individual children. Assessment strategies at Bourn reflect this change in emphasis.

3.1 Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015)

#### **4. Assessment at Bourn C of E Primary Academy**

Taking into account these guidelines and the new National Curriculum, staff at Bourn have developed a system of assessment and pupil tracking that shows pupils' attainment and progress to inform future planning, interventions and challenges. Both formative and summative assessment is used throughout the academic year to inform teachers' judgements.

In applying these principles, we will maintain a consistency throughout the school that will support all children in their learning by focusing explicitly on what children 'can do' and clearly identifying 'next steps' for their continued progress and improvement.

#### **5. Formal Assessments and Recording Methods**

##### **5.1 Foundation Stage Profile**

Children are assessed against the Early Years Foundation Stage Profile. Each child has an individual learning journal containing detailed records of their development for monitoring purposes. The Reception Class Teacher makes a summative judgement three times a year, based on information gathered from the learning journals and small group or individual observations. This information is based on three categories – emerging, developing or securing within the appropriate age and strand band for each individual child. Most Reception age children are working within the 40-60 month stage. Insights are shared at parent consultation meetings and staff will continue to complete a learning journey book of photographs, comments and observations. Parents and carers are able to contribute to this document through celebration cards and achievements outside of school.

From 2015 a standardised baseline assessment (Early Excellence) will be carried out during the first six weeks of the Autumn term once children are showing a high level of well-being and involvement. The outcomes of this baseline assessment will be used to track the children's progress throughout the school.

##### **5.2 Year 1 Phonics Screening Check**

All children in Year 1 will participate in a phonics check. This assessment is administered by the Key Stage 1 teaching staff during the Summer term. Parents are informed of the results. Any child who needs to, will retake the phonics check in Year 2.

##### **5.3 SATs**

Children reaching the end of Key Stage 1 (end of Year 2) and Key Stage 2 (end of Year 6) are assessed during May. The scaled score results of these assessments are reported annually to the parents and the governing body and teachers across the school assess regularly and use this information to inform their planning and teaching.

#### **6. Marking and Assessment**

- Marking provides children with specific feedback about successes in their learning and advice about improvements to their work. Children are given time to read and reflect upon their teachers' comments before responding to their 'Next Steps' for learning. Children use the traffic light system to self-assess their work and show their level of understanding. See the Marking Policy for further information.
- Assessment in Years 1 to 6 is recorded on a tracking grid with children assessed against the following descriptors in relation to their year group's expectations:
  - No understanding/knowledge
  - Beginning
  - Developing
  - Secure

Children will be assessed against National Curriculum criteria with key performance indicators used to gauge progress and attainment. Each of these key performance indicators will be taught on several occasions during the school year. This will deepen children's knowledge, skills and understanding and enable teachers to evidence progress.

Assessment information will be collected from a variety of sources, including observations, work in books and test based assessments. Teachers will also provide children with 'cold tasks' where children complete an activity with little input and 'hot tasks' to see their progress following a unit / phase of learning.

**7. Parent Consultations**

Parent consultation evenings are held during the Autumn and Spring terms for children throughout the school. At these meetings, children's targets and their progress towards them are shared with parents. Children contribute to these meetings with comments on the Parent Consultation Record Form. Children are welcome to attend these meeting if parents are happy for them to do so.

**8. Reports**

Families receive a full report detailing children's progress and achievements across the curriculum at the end of each academic year. Parents /carers are given the opportunity to provide feedback to the School at this time.

**9. Inclusion**

Bourn is an inclusive school. Teaching staff are responsible and accountable for the progress and development of all pupils in their classes. We work hard to meet the needs of all of our children and high quality teaching is available to all, including children with additional needs. If a child is not making expected progress, the Class Teacher will work with the SENCo, Senior Management Team and external agencies (where appropriate) to plan personalised support and interventions. Following the 'Assess, Plan, Do, Review' cycle, the School closely monitors children's progress. The School's SENCo is available to provide advice to staff and parents / carers. We also maintain a list of 'Target Children' who we monitor closely following any issues or concerns raised by staff, parents or assessment information. See the SEND Policy for further information.

**10. Reviewing the Policy**

We will review this policy at the beginning of every academic year with all members of the teaching staff.

This policy should be read in conjunction with the:

- Marking and Feedback Policy;
- SEND Policy

Reviewed by HB – September 2015