



Baden Powell Primary School Assessment Policy 2017



Rationale

This policy set out the schools aims and objectives concerning assessment. At Baden Powell Primary School we believe that assessment should involve both formative assessment and summative assessment. The use of these two strands allows staff to make professional judgements concerning progression for children and areas for development across the school.

Assessment (formative and summative) is a vital component in allowing teachers to maximise learning opportunities for pupils through periodic, constructive and specific feedback. Assessment also allows staff to monitor the effectiveness of teaching and learning in order to see if progression has taken place and highlight strengths and areas for development of individual teaching staff.

The principals of assessment that are the cornerstone of this document and our practice in Baden Powell Primary School are:

- Assessment should provide information to support progression in learning.
- To allow targets setting for cohorts and whole school development
- To help children deepen understanding through a system of ownership of learning by following the principals of formative assessment.
- To inform teachers, management, leadership, governors and external agencies of standards and progression of pupils within cohorts, across year groups and phases.

- To help complete an evaluation of school performance.

Summative Assessment

Summative assessment is a formalised testing of student ability levels in comparison to age standardised scoring. This process will be a cyclical process, which is reviewed annually. It will occur on a termly basis and will incorporate the following assessment materials:

- Standardised tests.
- Phonics assessment
- Foundation stage profile.
- EAL assessments.
- Moderation of reading, writing and math

The summative assessment cycle will be set annually and will consist of assessments to be carried out each term by each year group. These will include national assessments for year 6 and for year two.

The assessment cycle will also include guided reading targets for each class, which will be monitored and tracked by the literacy co-ordinator. Curriculum targets for science, math and writing will also be chosen by child which they will assess themselves against on an on-going basis across each half-term, term and academic year. These targets will relate to the new national curriculum

Phonics assessment will be carried out in foundation stage and key stage one and will also be targeted at children in key stage two who have not reached the relevant competency in these word and sound recognition skills.

Foundation stage will carry out a procedure of ongoing assessment, which will be reported to the phase leader and assessment co-ordinator.

Teachers through a process of moderation will carry out assessment based on on-going learning information regularly and SLT and Subject Leaders will monitor this.

The knowledge gained through an in-depth knowledge of The National Curriculum and the breakdown of each key learning target will be used to help planning and provision for all children ensuring clear progress of the children against these set curriculum outcomes.

Target setting will occur on an on-going process across each term in key stage one and two and regular progress meetings will be held to ensure that all children and groups are making sustained and relevant progress in relation to their starting point.

Formative Assessment

Formative assessment is process through which both teachers and pupils assess themselves in order to provide information and feedback in order to plan for next steps in the learning journey and modify teaching approaches were necessary.

Formative assessment consists of six main strands which combined provide a powerful learning tool for all students and teachers. The six strands are

- Explicit learning intentions and success criteria
- Effective questioning
- Peer and self evaluation
- High quality oral and written feedback
- Effective target setting
- Positive open learning environment

Learning intentions and success criteria

Learning intentions should be clear and focused on the specific learning journey the student will take. The learning intention should be clarified and understanding deepened by the use of success criteria, which will allow children to understand steps and processes needed in-order to complete the learning journey.

Effective Questioning

Questioning needs to fit the purpose of the learning journey and should be open-ended and challenge higher order thinking skills. They should encourage collaboration and open discussion so that children are challenged and motivated throughout their own personal learning journey.

Peer and Self Evaluation

Students should be actively involved in evaluation of both themselves and other's contributions to the learning journey. This process should lead to student's developing self-critical and reflective attributes that will contribute to the student taking ownership and involvement in the setting of targets and next steps for progression.

High Quality oral and written feedback

Teachers should give high quality oral and written feedback to all students. Both oral and written feedback should relate to the learning intentions and success criteria and should lead to a deepening of understanding by the students.

Written feedback should be of high quality and related to how the student's learning can be taken forward – this can be done in several ways such as links to previous learning; scaffolding to provide examples; next steps for the child's progression; examples supplied by marker and open questions relating to the learning intentions that the student can reflect on.

Time must be planned into lessons so that children can reflect on any written or oral comments that the teacher may give.

Effective Target Setting

This should be a process of close collaboration between teacher and student and should be small achievable targets that highlight the next step for the student.

Positive Open Learning Environment

All lessons should take place in a positive, open environment that encourages risk taking by all students.

All lessons should incorporate formative assessment and opportunities for each component should be highlighted on weekly plans.