



BENGEWORTH CE ACADEMY

ASSESSMENT POLICY 2022 – 2023

September 2022



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



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STATEMENT OF INTENT

Assessment is integral to effective teaching and learning. Through internal assessment, such as observation, questioning, discussions and feedback, we can gather information about each pupil's abilities, learning needs and performance, and use this information to adapt teaching and learning practices to meet a pupil's individual needs.

Via this continuous feedback mechanism, we can ensure that each pupil receives teaching specific to their needs, enabling them to reach their full potential.

We believe that assessment for learning should:

- Be at the heart of classroom practice.
- Focus on how pupils learn.
- Promote a commitment to learning goals.
- Provide pupils with constructive guidance to enable improvement.
- Develop pupils' ability to self-assess, to enable them to become reflective self-learners.
- Recognise the achievements of all learners.

AIMS

We aim to:

- Enable every pupil to progress through the curriculum at an appropriate level.
- Create a picture of each pupil's performance and use this information to challenge, inspire and motivate.
- Celebrate pupils' achievements.
- Only use additional assessment as necessary, for example, to inform classroom practice, introduce further adaptations and plan the necessary support for pupils with SEND.
- Ensure judgements are made in an honest and transparent manner and are supported by other professionals from both inside and outside the school.
- Use assessment data to track pupils' progress, to ensure they reach their full academic potential.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following;

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- STA (2019) 'Key stage 1 assessment and reporting arrangements (ARA)'
- STA (2019) 'Key stage 1 teacher assessment guidance'

PRINCIPLES OF ASSESSMENT

All forms of assessment should:

- Track pupils' attainment and progress.
- Include reliable judgements about how pupils are performing related to national standards.
- Enable teachers to plan more effectively in order to meet the individual needs of all children.
- Enable individual pupils to make progress in their learning, knowing their achievements and what their 'next steps' are.
- Involve both teachers and pupils when reviewing and reflecting upon assessment information.
- Enable parents to be involved in their child's progress.
- **Raise attainment and progress of pupils.**

ROLE AND RESPONSIBILITIES

The governing body is responsible for:

- Monitoring and evaluating the effectiveness of this policy through discussions with the Head of School, the SLT and teaching staff, in addition to relevant reports.

The Headteacher is responsible for:

- Monitoring standards of attainment and progress across reading, writing and maths.
- Meeting with the SLT on a half termly basis to rigorously analyse pupil attainment and progress across the school.
- Alongside SLT identifying pupil groups who are vulnerable to underachievement.
- Monitoring and evaluating the effectiveness of pupil progress meetings every half term.
- Alongside the SLT and Achievement leader evaluate systems used for data collection – making sure they are not complicated and taking up unnecessary time.

The Deputy Headteacher is responsible for:

- Making sure all tracking sheets of year groups in their key stage are updated by deadlines set.
- Ensuring that all staff are updating and completing Epiphany curriculum sheets on iPads regularly and this is in line with information input onto tracking sheets. **Making sure all formative assessment is used to inform teaching and learning.**
- Monitoring the standards in reading, writing and maths set out in the National Curriculum.
- Moderation between year group partners is accurate and rigorous to ensure secure judgements are made.
- Leading pupil progress meeting alongside a member of the SLT to identify pupils who are underperforming. As well as evaluating the impact of interventions and support on pupils' learning.
- Ensuring termly moderation is carried out within the Multi-Academy Trust to ensure a consistent approach to assessment.
- Liaising with cluster schools to arrange dates for moderation in reading, writing and maths in each year group.

The Assessment Leader is responsible for ensuring that:

- All staff are able to conduct assessments confidently and competently.
- All Epiphany tracking sheets are updated by all class teachers each half term.
- Children are tracked individually on iPads using Notability Epiphany curriculum sheets (R-Y1).
- Provide data analysis reports that will inform 'Reflections of Learning' in EY, pupil progress meetings for Y1-5 and performance management. These will be shared with SLT, teachers and governors every half term.
- Pupil progress meetings are scheduled and carried out every half term.
- Year 1 Phonics screening and Year 2 SATs materials are ordered if necessary and stored safely.
- Clear guidance regarding national testing is given and discussed with all teachers involved.
- Reporting to Governors on all key aspects of pupil progress and attainment on a termly basis.
- Work alongside the Epiphany Developer to refine and develop the pupil tracking system ensuring necessary data is readily available.

Classroom teachers are responsible for:

- Completing Epiphany Tracking Documents:
 - **Early Years** – Half Termly
 - **Reading, Writing and Maths** – Half Termly
 - **Science and RE** – Termly
 - **Foundation Subjects** – Annually
- Ensuring that assessment data is accurate and reliable.
- Pupils' progress in their classes.
- Using assessment data as a diagnostic tool to inform planning and develop interventions where appropriate.
- Sharing data analysis with a member of SLT at pupil progress meetings every half term.
- Using assessment data to differentiate learning to match pupils' needs.
- Assessing and marking pupils' work in line with the school's Marking and Feedback Policy.
- Stimulating pupils' learning by focusing on areas of development identified through assessment.
- Ensuring that teaching, learning and assessment motivates pupils and builds their confidence and self-esteem.

INTERNAL ASSESSMENT APPROACHES

- Epiphany will be used to assess pupils' baseline on entry to Reception.
- The Epiphany tracking system will be used from Reception – Year 5 to assess and monitor pupils' attainment and progress.
- Prior attainment data for EY and KS1 on Epiphany will be used to set targets for KS2 pupils to ensure they are on track to reach end of KS2 targets.

Day-to-day in-school formative assessment

Teachers will use Epiphany tracking sheets to document pupils' continuous learning journey through Bengeworth Academy. Reception will document evidence for all areas of the EYFS using Tapestry. Through

the use of iPads, a curriculum sheet for every pupil in each class will be used to document evidence of pupils learning in reading, writing and maths in Year 1.

The curriculum sheets are shared with teachers across 2-5 to ensure they have a clear understanding of the assessment at each stage. The sheets will be used to inform planning and used to assess pupils' knowledge, skills and understanding when reporting levels on Epiphany tracking sheet. This information will help teachers to identify gaps and misconceptions and plan effective interventions where necessary

Feedback and dialogue with pupils in books is another form of day-to-day assessment. Good practice is to encourage pupils to become reflective about their own progress as well as respond to teacher feedback in order to develop their learning. Pupils should be encouraged to identify their own strengths and ways in which they need to improve.

Any pupils joining the school will receive a baseline assessment when they start. Strategies will include:

- Use Epiphany curriculum sheets to assess pupils during their first six weeks
- Reading Age and CEW Spelling Tests.
- For pupils joining with English as an additional language, the NASSEA assessment will be completed.

Marking and Feedback

'Marking and Feedback should serve a single purpose – to advance pupil progress and outcomes.'

We mark children's learning and offer feedback in order to achieve the following outcomes in different contexts:

- show that we value the children's effort in learning, and encourage them to value it too;
- boost children's self-esteem and raise aspirations through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's learning is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give children a clear general picture of how far they have come in their learning, and how they can improve their learning in the future;
- offer specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby children recognise challenges within their learning, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform future lesson-planning.

In-school summative assessment

- Each half term every teacher will complete the Epiphany tracking sheet to record the current strides pupils are working at. Teachers need to conduct these assessments **confidently and competently**.
- The expectation is that all children make at least three strides of progress a year and are secure within their stage.
- All tracking sheets will be analysed by the achievement leader to identify groups of pupils in each year group that need to be investigated.

- The data analysis will be used to identify pupils underachieving and this will be discussed and documented during pupil progress meetings.
- Members of the SLT will evaluate the impact of provisions every half term.
- During the Summer term, Year 2 Teachers Assessments will follow the Teacher Framework statements (TFs) when assessing pupils End of Key Stage 1. Any pupils who are working below the standards of national curriculum assessments at the end of KS1 will be assessed using Pre-key stage 1 standards.

NATIONALLY STANDARDISED SUMMATIVE ASSESSMENT

Reception Baseline Assessment

The reception baseline assessment will be undertaken during the first 6 weeks of the Autumn Term. The RBA will be an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

The RBA will be a short task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet. Teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment which will be used to inform teaching.

Following the DfE guidance, Year 1 Phonics Screening and Year 2 SATs will take place during the Summer Term and provides information on how pupils are performing in comparison to pupils nationally.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All sit the following tests at the end of Year 2:

- Reading
- Optional Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

The end of KS1 scaled scores will be used to inform teacher assessment.

We use these results to benchmark the school's performance against other schools locally and nationally. The SLT makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

MONITORING AND EVALUATION

The Senior Leadership Team and Assessment leader will take overall responsibility for ensuring the Assessment Policy is put into practice across the school. They will also be responsible for evaluating the assessment systems in place to ensure it links to raising standards.

Moderation

- Internal moderation will happen within year groups, phases and as a MAT every half term.
- External moderation will also take place with the cluster schools.
- As the Ambassador school, Bengeworth will host Epiphany moderation for other schools and exemplary materials will be available.
- EYFS and Year 2 will also be subject to Local Authority moderation.

REPORTING TO PARENTS

Reporting pupil's progress is an integral part of the National Curriculum statutory procedures. There will be termly parents' evenings in which teachers will share pupils' progress and future targets. They will also receive an annual written report documenting their child's academic achievement.

REVIEW

- This policy will be reviewed annually by the Assessment leader and the Headteacher/Head of school.
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.

Bengeworth

Multi Academy Trust

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