



Assessment Policy

Signed:

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Bursley Academy Assessment Policy

At Bursley Academy assessment is a continuous process, integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment 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 identify gaps in learning for individual cohorts to allow focus teaching
- to inform parents/carers and other interested parties of children's progress;
- to complete a critical self-evaluation of the school.

Attainment and achievement/progress

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment in English and Maths is measured in relation to national average standards and is judged in comparison to all schools at the end of each Key Stage. Attainment in all subjects is judged against a set of clear Key Performance indicators which allow us to carefully gauge where a child is working in relation to the expected performance for their age.

Achievement/progress is a relative measure that refers to how much progress a pupil has made from his/her initial starting point. It refers to the difference between where a pupil started from and where he/she has reached. Achievement/progress can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

At Bursley Academy we aim to create a high achievement culture and expect every pupil to reach the highest possible attainment that they are capable of.

Types of assessment:

At Bursley Academy we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning):

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Assessment for learning focuses on identifying opportunities to assess activities which occur as a natural part of teaching and learning. They are constantly taking place in the classroom through discussion, listening and analysis of work. They are based around the Crucial Knowledge which forms the basis of the expected learning for children in all lessons. 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.

The use of recap:

Planned, quality recap is an essential feature of the curriculum. Teachers will incorporate recap into their daily and weekly plans. In addition, the following is worthy of note:

- On the spot accurate assessment is the key to good recap.
- Teachers will quickly move to longer recap of topic areas or concepts that are not fully embedded.



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- Differentiation of learning must be applied to recap work – some pupils will need more recap than others, which needs to happen without holding back the learning of the rest of the class.
- The first week in a half term is always a recap week for English and Maths, for subject strands the first lesson in the next phase of teaching for that area is a recap lesson. No new concepts are taught in recap weeks or lessons.
- Teachers will plan additional ongoing recaps as part of their weekly plans.

Summative Assessment (Assessment of Learning):

Summative assessment is important for informing both parents/carers and teachers of a child's attainment and progress.

Summative assessments:

- identify attainment through standardised tests at given points in the year (see assessment calendar) – this also helps identify areas of focus within the curriculum and any gaps in learning
- record performance in a specific area on a specific date
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

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 and more specifically each pupil 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 raise standards.

The Assessment cycle at Bursley Academy includes:

i) Early Years Foundation Stage (EYFS)

- a baseline assessment of every pupil when they start in Nursery and Reception (these take place in the first 3 weeks)
- assessment of all pupils in EYFS every term in all 7 areas of the EYFS Curriculum
- statutory end of EYFS assessment
- on-going observations to create a 'learning journey'
- half-termly Little Wandle assessments

ii) KS1 & KS2

- statutory end of Key Stage assessment in Year 6
- statutory Year 1 Phonics Screening
- statutory Year 2 Phonics Screening for children who did not achieve the standard in Year 1
- statutory Year 4 Multiplication Tables Check
- termly progress tests in English and Maths
- on-going teacher assessments of Writing based upon NC end of Year expectations
- on-going teacher assessments in all areas of the curriculum.

Moderation of teachers' judgements takes place internally between staff, as well as by external moderator as required.

How pupils are tracked

For all pupils in KS1 & KS2, every term, the attainment in Reading, Writing and Maths are inputted into the School's Assessment tracker on a termly basis. In all other subjects, tracking of objectives met will take place on an on-going basis as units are taught.

For EYFS pupils, attainment across all 7 areas of learning is input into The Learning Book for Nursery and attainment is inputted into the School's Assessment tracker on a termly basis for Reception. This ensures that the Senior Leadership Team (SLT) can track all pupils. Every term all teachers have an individual meeting with a member of the SLT team to discuss the progress of every child in their class or set.



If a child is identified as not making sufficient progress then a number of measures may be put into place:

- targeted support by class teacher
- intervention programme put in place (this may be 1:1 or a group intervention)
- extra work at home
- use of ICT programmes to support learning
- parents/carers invited to a meeting to discuss their child's progress
- collaborative work with external agencies to address underlying needs

Documentation

Children's exercise books are a main documentation and should always be kept according to relevant policies such as marking and presentation.

Data is kept on the school's assessment tracker

A data analysis is carried out after every term's assessment cycle. This outlines the attainment and progress of every class and every year group. It also shows the difference in progress between identified groups of pupils. The data analysis is shared with the Governors on a termly basis.

Reporting to Parents/carers

Parents/carers are kept up-to-date with their child's progress and development. This is done through parent/carer consultations, which take place twice a year (midway through the Autumn term and Spring term). During these meetings, parents/carers will have the opportunity to discuss their child's attainment and progress in Reading, Writing and Maths and what their next steps are. If parents/carers would like to know this information at other points in the year, then they are able to make a separate appointment with their child's class teacher.

In the Summer term, a written report is sent home for every pupil in the school. This outlines the pupils their attainment and progress, what they have learnt this year and what their next steps are.