



# **Beecroft Academy**

## **Assessment, Recording and Reporting Policy**

### **2017/2018**

#### **Underpinning Principles for Assessment at Beecroft Academy**

- Assessment is at the heart of teaching and learning
- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for students to demonstrate and review their progress
- Assessment allows all pupils to demonstrate what they know, understand and can do
- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
- Assessment is honest
- Assessment outcomes are used in ways that minimise undesirable effects
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
- Assessment judgements are moderated by experienced professionals to confirm their accuracy
- Assessment is ambitious
- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessment embodies, through objective criteria, a pathway of progress and development
- Assessment objectives set high expectations for learners
- Assessment is appropriate
- The purpose of any assessment process should be clearly stated
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan for future learning
- Assessment judgements are formed according to consistent principles and the results are readily understandable by third parties and capable of comparison with other schools
- Assessment outcomes provide meaningful, useful and understandable information for: pupils in developing their learning, parents in supporting children with their learning; teachers in planning teaching and learning; school leaders and governors in planning and allocating resources; Government and agents of government
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, higher levels can be achieved

#### **Our Approach to Assessment**

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.

All staff are regularly trained in our approach to assessment.

#### **Purpose:**

- Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning
- We also use the outcomes of assessment to check and support our teaching standards and help us in our goal of continuous improvement
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools



## Criteria:

- Assessment criteria are derived from the school curriculum, which is composed from the National Curriculum and our whole school curriculum
- Assessment criteria are short, discrete, written, qualitative and concrete descriptions of what a pupil is expected to know and be able to do
- Assessment criteria are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year

## Judgements:

- The achievement of each pupil is assessed against the relevant criteria throughout the school year
- Each pupil is assessed as either 'Emerging', 'Expected', 'Embedding' or 'Exceeding' each relevant criterion contained in our expectations for that year
- When a pupil is working at a level below their chronological year group, they are given an 'Inappropriate' assessment against their current year group's objectives
- These pupils are then assessed against objectives for previous year groups
- We apply a range of methods to assess pupils and report on their progress so that we can analyse performance, design our teaching to address their needs and produce reports that are accessible and fair
- Assessments are recorded and a body of evidence created using observations, records of work and testing to back the judgements
- We use procedures to help our teachers in arriving at a shared understanding of the expected standards of performance
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid

## Use of assessment (planning and communication):

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations
- Teachers also identify pupils at particular risk of falling behind and work with leaders to plan additional interventions and resources
- Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are appropriately stretched
- For those pupils meeting and exceeding the expected standards, we provide more challenging work
- The information from assessments is communicated to parents and pupils on a termly basis through a structured conversation
- Parents and pupils receive rich, qualitative profiles of what has been achieved and what they need to do next
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance; behaviour; and social and emotional development

## Types of assessment used:

### ***Formative assessment:***

- Teacher assessment is used regularly to ascertain children's development
- Ongoing assessments are made during lessons, through marking and feedback and through effective questioning
- Teachers use formative assessments to support future planning and teaching

### ***Summative assessment:***

- Our children complete the following statutory assessments:
  - EYFS GLD
  - Year 1 phonics screening
  - Year 2 phonics screening retests (for those children who did not pass in Year 1)
  - Key Stage 1 SATS (Year 2)
  - Key Stage 2 SATS (Year 6)



- We currently use GL Assessment's Progress in Maths, Progress in English and Progress in Science assessment at the beginning and end of each academic year
- In addition to this, we use GL's NGRT reading assessment, SWST (Single Word Spelling Tests) to monitor our children's progress. All of these summative assessments enable us to compare our children's performance against national expectations, as well as supporting our formative judgements
- New entrants to the school complete the NGRT assessment, Progress in Maths assessment and are benchmarked by our Phonics Intervention Teacher on arrival to ensure that we are catering for all children from day one

***See Appendix 1 for our full Assessment and Reporting Calendar***

### **Monitoring:**

- Regular work sampling ensures that progress is being made throughout the school as a result of regular work sampling relating to planning and marking
- Termly pupil progress meetings are held between senior leaders and teachers identify children at risk of underachieving through a professional dialogue
- Interventions are targeted where necessary and accelerated progress expected as a result
- Pupil Progress meetings also take place with the SEN team for children who require external support or additional intervention
- Regular moderation takes place in reading, writing and maths involving all teaching staff ensuring standardisation across the school
- Moderations take place with our partner schools (The Acorn Partnership) on a termly basis to ensure that judgements are accurate across our locality

### **Data Management System**

- At Beecroft Academy we use Framing Learning in Classrooms (FLiC) as our data management system
- Teachers use this system to assess all children against the curriculum objectives for all subjects
- Assessments are made on FLiC frequently and regularly so that teachers and leaders have an accurate picture of the progress of all children in the school
- Assessments can be made by teachers using their laptops or ipads
- The Assessment Manager runs data reports for all subjects and cohorts on a termly basis
- School Leaders (the Senior Leadership Team, the Assessment Leader and the Subject Leaders) will then use this information to determine:
  - The percentage of all of the children working below, at or above the expected standard for each year group
  - The percentage of children in specified groups working below, at or above the expected standard for each year group
  - The progress of all children, with a focus on the percentage of objectives they have been assessed against and at what level
  - The progress of children in specified groups working below, with a focus on the percentage of objectives they have been assessed against and at what level
  - How well the Academy is performing overall compared to other schools locally and nationally (this information is also shared on our website)

The progress of individuals and groups of children is calculated using the school's own progress measures (see Appendix 2).

Comparisons are also made across classes, year groups and subjects to determine the accuracy and reliability of the assessments made.

This policy will be reviewed annually or earlier if considered necessary.

***Nick Hackett (Deputy Headteacher) and Sarah Hughes (SLE)***  
***September 2017***