



Bankside Assessment Policy 'Dynamic learning'

At Bankside Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant. It should also be clear and accessible for both adults and children in the classroom and shared routinely with both senior leadership, governors and parents.

Aims:

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- To ensure that the positive achievements of a child are recognised and the next steps are planned
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given
- To systematically record the overall achievements of all children
- To ensure that the legal requirements for record-keeping, assessing and reporting are met
- All of the above will ensure that the school operates a rigorous system for assessment, where a wide range of factors are triangulated in order to ensure the highest standards possible for all pupils.
- In addition, assessment supports teachers and the Senior Leadership Team in monitoring the effectiveness of teaching and learning.

Effective Assessment at Bankside Primary will:

- Raise standards of attainment and learning engagement
- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning process and the steps to improvement

- Guide and support the teacher/ practitioner as planner, provider, facilitator and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Draw upon as wide a range of evidence as possible using a variety of assessment activities
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and the Senior Leadership Team as they plan for individual pupil, groups and cohorts
- Provide information which can be used by parents or carers to understand their child's strengths, areas for development and progress
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

Statutory Requirements for Assessment and Reporting:

A written report must be sent to parents/carers, detailing their children's achievements, general progress and attendance record at least once during the school year.

Where appropriate, results of any national curriculum assessments or compulsory tests should be included, e.g. KS1 Teacher Assessment and 2 SAT results, Year 1 and 2 Phonics test results.

At the beginning of each EY class all children are assessed by teacher observation and against a development stage in all 17 areas of learning. All practitioners develop provision to match the children's needs. During the reception year, teachers make ongoing observations and assessments regarding whether a child is emerging, secure or exceeding in relation to each of the 17ELGs and further learning may be matched to children's needs. At the end of the reception year all children are assessed against the EYFSP and those at expected age related standard are given a GLD (Good Level of Development) which is reported nationally.

All children in Year 1 undertake a phonics assessment in June and this is repeated in Year 2 if children don't reach the expected standard or didn't take it in Year 1. Results are reported to parents.

At the end of Key Stage One a Teacher Assessment (TA) must be made for each child for Speaking and Listening, Reading, Writing, Mathematics and Science. Standard Assessment Tests (SATs) for Reading and Maths are undertaken and results may be used to aid teacher assessment judgements. The children will be given a 'scaled score' from these SATs and a scaled score of 100 will represent the 'expected standard'. Teacher assessment results are reported to parents but not the scaled score. A test for GPS (Grammar, Punctuation and Spelling) may be used but is non-statutory and results are not reported to parents.

At the end of Key Stage Two a Teacher Assessment (TA) must be made for each child for Reading, Writing, Mathematics and Science; these are reported to parents. In addition, SATs must be administered for Reading, GPS and Mathematics. The results of these are also

reported to parents: raw scores, scaled scores and outcome, e.g. below standard; achieved standard or greater depth.

Co-ordination of Assessment

Statutory assessments will be led and supervised by the relevant HOY and phase leader, reported directly to the Headteacher.

On-going teacher assessments are made in all year groups throughout the key stages through the following:

In KS1/2 use of '**cold and hot**' tasks undertaken each half term to inform the on-going cycle of 'small step' target setting and learning planning specifically in **writing**. These are linked to EOY expectations in writing (currently we are using descriptors produced by Kent LA to frame the emerging, expected, exceeding skills and knowledge across the end of phase 1 and all of phase 2 classes.

Progress against writing targets is monitored through literacy book surgeries – lead by HT/relevant Phase Leader (PL)/HOY/governor in terms 1 and 3 and literacy lesson study/observation in term 3 (to include reading).

Progress in maths attainment is monitored through book surgeries and lesson observations in term 2.

This is part of the on-going framework of assessment, monitoring and evaluation (AME) outlined in the school AME calendar which blocks development priorities into fortnightly units and provides a schedule for HOYs to consider the practice, provision, progress and consistency of their year group (see appendix 1 for an example of a term's AME and links to staff meetings).

Every 5th Wednesday of each half term the school will have an AME afternoon for specific cohort assessment activities, lead by HOYs and to include ALL base staff. These will include:

- moderation activities
- data sharing and review (linked to Fischer Family Trust (FFT) data) – see below.

Use of data from Fischer Family Trust (FFT)

This data shows both prior and predicted attainment (from former end of phase statutory assessment and anticipating the next end of phase statutory assessment). When reviewing pupil's achievement (attainment + progress) across an academic year, teachers will refer to them in terms of their 'prior attainment' at last statutory test assessment – e.g. a low/middle/ high prior, in order to ensure that children are being targeted appropriately and do not fall behind the level achieved at that point. The FFT prediction will ensure that teachers have a clear picture of the statistical context of the child being 'emerging, expected, exceeding' in terms of end of year (EOY)/age related expectations (ARE).

The Head teacher leads the co-ordination of assessment. The Phase Leaders will work closely together with the Head teacher to ensure that progress is being monitored robustly throughout the school. HOYs are responsible for producing the bi-annual overviews of children's progress towards standard/greater depth at the end of each Key Stage, including the diagrammatic 'circles of love' which will clarify children on track to meet EOY expectations in all core areas and those in need of additional support to achieve (or exceed) this. HOYs will share these outcomes with their cohort link governor at least once a year in either a governors meeting or through a pre-arranged year group visit.

At the end of the academic year:

Children will be RAG rated at the end of the academic year in terms of progress against their predicted FFT levels in reading writing and maths

Children will be given a grade – emerging, expected, exceeding in line with the EOY expectations for that year group – in reading writing and maths

Key features of on-going assessment at Bankside Primary School

Day to day (Assessment for Learning):

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning Objectives and success criteria are shared with pupils, and teachers discuss with pupils how these outcomes can be achieved. Assessment for learning takes place on a daily basis and is integral to effective teaching and learning. Peer and self-assessment is standard practice throughout the school. Marking and feedback (see separate policy) is a critical part of assessing next-step learning on a daily basis for each child and is critically linked to the specific child's on-going targets set at the start of the school year (and linked to the cold task in writing).

Additional Needs: Children who are assessed by staff and found to have additional educational needs are placed on the school's Special Needs register. They are supported by class teachers, teaching assistants and the SENCO. Passports for additional provision and support are kept on each child, in line with the school's policy and discussed with parents at regular intervals. They will be assessed using P scales and PIVATS and B squared.

The school and the Leadership Team will ensure that they make full use of the data available to them from national sources:

- ASP (DfE Raise ONLINE replacement – Analysing School Performance tables)
- Perspective Lite

Bankside is also part of the Nsign Learning partnership and works under the supervision of the LA Senior Lead School Improvement Advisor to raise standards in specified core areas using cross-school assessment and evaluations. Also participating in cross-cluster end of phase moderation activities.

Special Education Needs – Non negotiables

Special Educational Needs Coordinator and Inclusion Support Lead will;

- Give out a list at the beginning of each year to each year group detailing the pupils in the year group that have been identified with SEN, what that SEN is and what provision should be in place for that pupil
- Meet with teachers and heads of year in Autumn and Spring term to discuss provision and track progress for children identified with SEN
- Provide a calendar before the start of each term identifying dates for Education Health Care Annual reviews, FFI Annual reviews, and ISAR reviews.
- Inform teachers when professionals get in touch and will be visiting pupils in class, or they are required to attend a meeting with an outside agency.
- Keep an up to date file on each SEN pupil in U drive so it is accessible by teaching staff. Notify staff when a new piece of information or report has been added.

Class Teachers will;

- Pass on an up to date Inclusion passport (Including student information and SEN support plan) to the next teacher in July.
- Pass any other information such as provision maps, individual time tables, resources to the next teacher in July.
- Review the outcomes on a pupils SEN support plan minimally every term. This should be a visible working document that is reviewed regularly. This means an SEN pupil should have their plan reviewed at least 3 times annually and in response to their outcomes being achieved.
- Save new SEN support plans in the pupil's folder as and when they are reviewed.

Heads of Year will;

- Do all of the above as class teachers.
- Map out the SEN provision with base staff in line with the AME.
- Have an overview of the provision in place across their base for SEN pupils and monitor the impact for all SEN pupil across the base.
- To ensure an active working knowledge of all SEN children, using HOY time to spend time in classes to assess progress against outcomes.
- Coaching and mentoring teaching and support staff to review the SEN pupil outcomes and how the pupils can meet them.
- To be able to attend a review meeting in the absence of a class teacher and have a working knowledge of that pupil.
- Support teachers in writing passports including SMART outcomes. To support in writing individual timetables, provision maps. Support with strategies to ensure good progress of SEN pupils.
- Identify any training needs of teachers and support staff and liaise with SENCO and Inclusion Support Lead to arrange training.