

The British School

Working together for our children's future



The British School Assessment Policy

Reviewed: May 2023

Aims:

This policy aims to:

- Provide clear guidance on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to formative and summative assessment; the recording of this and reporting of this to parents.
- Clearly set out how and when assessment practice will take place, be monitored and be evaluated.

Legislation and guidance:

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

Principles of assessment:

Assessment is a continuous process, integral to teaching and learning. It is the primary method by which teachers gain knowledge of their pupils' progress and attainment, enabling teaching to be more effective and thereby raising progress and attainment outcomes for every child.

Our key principles of assessment:

- To use a variety of assessment types, to aid in the planning and delivery of high quality teaching and learning across the school.
- To ensure we are using the best practice in assessment.
- To ensure that assessment is purposeful, allowing staff to decide next steps for all pupils.

- To provide information for target setting for individuals, groups and cohorts.
- To provide information to direct targeted interventions effectively.
- To raise standards of learning across the school.
- To inform parents and other stakeholders about children's progress.
- To complete a critical self-evaluation of the school.

Assessment approaches:

At The British School we see assessment as an integral part of teaching and learning, inextricably linked to our curriculum.

We effectively utilise three broad, overarching forms of assessment in our school:

- Day-to-day, in-school formative assessment.
- In-school summative assessment.
- Nationally standardised summative assessment.

In-school formative assessment:

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support, extension and challenge, to evaluate teaching and to plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, allowing them to be reflective learners and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and areas for development lie, as well as what they need to do to improve.

Formative assessment techniques used at The British School include:

- Regular marking and feedback, following the school's marking and feedback policy.
- Verbal feedback (VF).
- The effective use of questioning.
- Retrieval activities.
- Self and peer assessment.
- Mini-plenaries to give feedback, address misconceptions and move learning forward.
- Whole class feedback (WCF).
- Feedback following interventions.

- Moderation of work.
- Updating of Tapestry/Insight: constant drip-feeding of assessment information.

In-school summative assessment:

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a teaching phase, unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work, taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child over a period of time.

Summative assessment techniques used at The British School include:

- Reading Age Tests (3 times a year in October, February and June).
- Spelling Age Tests (3 times a year in October, February and June).
- Assessment Week to assess reading and maths, using White Rose end of term assessments and NFER reading assessments (3 times a year in terms 2, 4 & 6)
- Termly assessment of independent writing (6 times a year).
- Assessment of foundation subjects, consisting of end-of unit assessments in all subjects.
- Monitoring of Bottom 20% pupils for phonics and reading (9 times per year at start term 1, end term 1, end term 2, start term 3, end term 3, end term 4, start term 5, end term 5 and end term 6).
- Reviews for pupils with Special Educational Needs against agreed targets (approximately every 6 weeks).
- Tracking of progress made during interventions.

Nationally standardised summative assessments:

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with

teachers to ensure pupils are supported to achieve sufficient progress and attainment.

- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Reception Baseline assessment - completed within the first 6 weeks of the Reception year.
- Early Years Foundation Stage (EYFS) profile at the end of Reception.
- Phonics Screening Check (PSC) in Year 1.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).
- Multiplication Tables Check (Year 4).

Collecting and using data:

At the British School, data is collated on Insight, an online data tracking tool. Teachers make judgements, based on a wide variety of summative and formative assessments.

Judgements are categorised as either:

- Well below (WB)
- Working towards (WT)
- Secure (S)
- Greater Depth (GD)

This information is then used to support teachers with their planning and teaching of the curriculum and to help identify children who may need interventions in order to improve their outcomes.

Teacher assessment - and the recording of this in Insight - is expected to be ongoing throughout the year. There are 6 dates throughout the academic year, where data is collated and analysed by SLT and Governors, in order to support continuous school improvement. Teachers are responsible for ensuring that all data input is up to date at these points.

Reporting to parents:

The British School will report to parents on their children's progress three times a year. There will be an Interim Report at the end of the Autumn Term (term 2) and Spring Term (term 4), with a more detailed end of year report in the Summer Term (term 6).

There will be two parents evening per year to discuss the progress of each child's progress so far in the academic year.

Inclusion:

The principles of this assessment policy apply to all pupils, regardless of race, gender or ethnicity, and including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any subsequent requirement for intervention and support.

We measure all aspects of progress, including communication, social skills, physical development, resilience and independence, with high expectations that all pupils will make progress and achieve.

For pupils working below age-related expectations, our assessment arrangements will consider progress relative to the pupil's starting points, and take this into account, alongside the nature of any specific learning difficulties.

Roles and responsibilities:

Governors:

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance, by rigorously analysing assessment data.

Head Teacher and Senior Leadership Team:

The Head Teacher, along with the SLT are responsible for:

- Ensuring that this policy is adhered to.
- Monitoring standards in both core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers:

Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring:

The Head Teacher is responsible for ensuring that the policy is followed.

All teaching staff are expected to read and follow this policy.

The Head Teacher and Assistant Head Teacher will monitor the effectiveness of assessment practices across the school, through moderation, book looks, learning walks, pupil voice, pupil progress meetings and monitoring and analysis of data.

This policy will be reviewed annually by the Head Teacher/Assistant Head Teacher. At every review, the policy will be shared with the governing board.

Next review: May 2024