

# **Bhaktivedanta Manor**

## **Policy for Assessment**

### **What is Assessment?**

“Assessment is at the heart of the process of promoting children’s learning.”  
Through our Assessment Policy, we at Bhaktivedanta Manor School aim to give:

- Children - The security of a continuous learning programme and a smooth transition between classes
  - The motivation through their involvement with the assessment process to achieve their full potential (Assessment for Learning)
  - A curriculum which is evolved according to the childrens needs and is planned in a clear and coherent manner
- Teachers - the necessary information to take the learning of individuals forward
  - The structure which will limit overlap and provide opportunities for areas of concern to be revisited in a systematic way
- Parents - an opportunity of sharing in the process of children’s learning by giving them an accurate view of their child’s progress

### **How we Assess our Children**

Professional formative assessment is a cumulative and continuous process which teachers can use in deciding how a pupil’s learning should be taken forward and in giving pupils feedback about their performance. This enables the teachers to positively identify a child’s achievement, what the child knows, understands and can apply at any given stage of development. Continuous assessment enables the teacher to set future objectives and targets for children on the basis of what they have achieved so far.

### **Contexts for Assessment**

The elements to be addressed in effective assessment practice are:-

## **1) Curricular planning**

Assessment identifies children's individual needs and should assist in Curriculum Planning to match the curriculum to the child's needs. It will help to plan activities and experiences, classroom organisation and content. Curriculum planning is also a method of evaluation of the progress a pupil is making through the year. Sometimes curriculum can be augmented or modified according to children's particular interests and desire to go more deeply into a subject thus demonstrating learning on a deeper level.

## **2) Marking and responding to children's work**

It is important for pupils to know their work is valued, therefore our responses to their work is seen as having a significant part to play in encouraging pupils to want to succeed and in contributing to the progress they make.

Our aims are:-

- TO motivate, encourage and reward
- To set standards and targets for improvement
- To help pupils and to improve and correct errors
- To allow teachers to provide constructive feedback to pupils
- To help teachers evaluate lesson content, strategies and appropriateness of work
- To facilitate recording and reporting.

Further information on how we mark and respond is found in the Policy on Marking and Responding to Children's Work. We have a consistent policy within the school.

## **3) Record Keeping**

At Bhaktivedanta Manor School, good record keeping is considered to be an essential element in assessment. It:-

- Provides the basis of evidence about pupils' achievements
- Is agreed across the staff and curriculum area and updated after completion of programmes of work
- Is transferred from one teacher to another as the children move through the school
- Enables year groups to review progress and set targets

- Is manageable whilst meeting statutory requirements

In order to gain and maintain an ongoing picture of the child's achievements, there needs to be a continuous processing of evidence which illustrates performance and learning outcomes, and ensures that the child is making at least satisfactory or expected progress. A cumulative record of each child is organised and maintained by:

- Staff Assessments
- Formal assessments (end of term assessments 3x a year and SATS at the end of Key Stage 1 and 2)
- Annual pupil reports including parental comments
- APP (assessing pupils' progress tracking sheets) as well as Big Writing Assessments
- Records of Achievements
- Special needs assessment/screening (if required)
- Using Hamilton Assessment Tool to assess whether children are Emerging, Expected or Exceeding Levels in Numeracy and Literacy
- Target setting

A folder with all the children's information and assessments is colour coded per year group and moves with the child throughout the school.

### **Assessment Involves:-**

#### **(a) The collection of evidence from various activities including:**

- Written information
- Visual information and Observations (EYFS)
- Oral Information
- 3 Dimensional Work
- Musical Activities
- Physical Activities

#### **(b) Meaningful observation of Children**

- Planned ie setting up a task, talking to pupils
- Sampling a group or an individual child
- Collection of evidence
- Notes in staff assessment file
- Photographs/digital camera/video
- Using EARWIG (Educational Academic Recording with Images)

#### **4) Recording of non-academic achievements**

Achievements such as Sports awards, merits (awarded on celebration assemblies), prefect awards etc are placed in the child's achievement folder. We also encourage the children to inform the teachers of any achievements gained outside school. These may be referred to in an assembly or in the pupil reports.

#### **5) Record of Achievement**

The child and the teacher have the opportunity to choose and to keep pieces of work that are considered to be evidence of particular achievements, inside and outside the classroom. At the end of each term, a selection of children's work is chosen to go into their Achievement folder. This work could be added to termly Record of Merits and achievements. This remains the property of the pupil who can take it with her/him from one class to another or one institution to another. This Folder also provides valuable information for parents, teachers, and Governors to assess the pupil's level of ability and to plan suitable work.

#### **6) Reporting to parents**

Annual reports are used for recording each child's progress and achievements, under the subject headings and personal developments. Areas for development are indicated under subject headings and for the core subjects. (English, Maths and Science) and are set out as future targets. Information from staff assessment files, marking records and teachers' notes are transferred to the reports.

Parents' consultations with teachers about their child's progress occurs twice a year in the autumn term and in the Summer term. This also occurs whenever parents or teachers deem it necessary through a mutually agreed appointment. Curriculum details are sent to parents each term so that they are well informed of the children's learning.

Autumn Term – Individual parent/teacher consultations, halfway through the term. Parents will be able to meet the teacher and discuss how their child has settled down.

Spring Term - Individual parent/teacher consultations towards the end of term. Here the parents can discuss their child's work and progress

Summer Term – Towards the end of the term parents will be given a written report concerning their child's progress. End of Key Stage 2 results will be included in this for Year 6. There will be an open evening for children to show parents their work, for parents to look at their child's Achievement Folder and the opportunity to discuss

reports with teachers. Early Years Reception will be given the child's report as well as their Foundation Stage Profile based on the new Curriculum.

In addition there are Celebration Assemblies held monthly where one class will present their learning and the other children will listen and then ask questions. Parents of the presenting class are invited to these presentations so that they can observe their child's progress.

### **7) Monitoring procedures**

In order to ensure successful implementation of this policy it will be periodically reviewed in staff meetings. The Headteacher will also review the files. We will also keep abreast of developments recent developments after the abolition of Levels by liaising with other schools and professionals.

### **8) Use of data for target setting**

- Pupil self-evaluation – Assessment for Learning

We Assess Our Children By:-

- Teacher Assessment – For EYFS a baseline assessment is conducted in the first few weeks of term. We have also started from 2015 to use the Early Excellence Baseline Assessment. Continuous observation and assessment is the practice in the Early Years always noted which early learning goals the child has achieved with the framework of the 40-60 months document which is highlighted when a child achieves a particular goal. In addition photos are taken for a Learning Journal. We are moving towards a Digital learning journal with EARWIG. In other year groups, teacher's notes within their assessment files may give reference to the National curriculum statements of attainment and/or level descriptions, appropriate individual learning targets or personal and social skills. Assessments of Children's learning in the classroom will come from normal classroom practices. These will also include:
  - Diagnostic Assessment – An assessment which specifically seeks to analyse particular aspects of learning and provide support as necessary. We are trialling GL assessment screening tool for Dyslexia. Reading tests (Schonell) will be conducted at the end of every year as well as age-related spelling tests.
  - Special Needs Assessment – As we do not have access to an Educational Psychologist, when we see specific areas in which a child is experiencing

problems we recommend the parent to take them to their local GP to get referred. We do whatever diagnostic tests we have access to.

- Summative Assessment - Assessment opportunities identified in Schemes of Work which provide an overall evidence of the achievements of pupils after a unit of work to check what they know, understand and can do. Optional Tests and End of Key Stage Tests inform teacher assessment and future target setting. Portfolios of moderated work in core curriculum subjects termly assist teachers to assign levels of attainment to children's work. These will include at least one piece of writing and numeracy that is moderated in relation to Hamilton Assessment scales and Big Writing Assessment Scales. Level Statements will be completed by the teachers at the end of each school year but will be reported to parents as a Stage 1, 2, etc then Emerging, Expected and Exceeding.
- Target Setting – Assessment which identifies areas for improvement and development for the school, cohorts and individuals. The individual targets for children identify levels and areas they should be working towards. This enables us to set reading and writing targets for each pupil based on the New National

Curriculum.

- Use of Data for Target Setting – The data collected is end of Key Stage test results and Test results at the end of each term. These enable us to look at pupil levels and set individual targets to aid our target setting process.
- Marking and Responding to Pupils' Work - Please refer to latter section

## **Assessment for Learning**

A range of possibilities exist for pupils' involvement in assessment and at the Manor School we believe it –

- Helps pupils to understand more clearly what is expected of them
- Allows the pupils to reflect on his/her progress so far and make decisions on future action
- Has a motivating effect on pupils
- Provides a perspective which may inform the teacher

This assessment can be informal with teacher and student, at the end of a lesson (thumbs, or traffic lights) or pupils helping to set their own targets.

- Parental Assessment – Home/School diaries and comments made to the teacher during open evenings (which are recorded) as well as other appropriate times are valued by the teachers.

## **Conclusion**

Assessment is a continuous process of monitoring progress and achievement, however small the achievement may seem. It must attempt to be positive and indicate personal strength and essential support.

Reviewed October 2015

- Records must show what children can achieve rather than rating performance against a norm
- Learning objectives and the criteria for success should be made explicit
- Where weaknesses are identified, this should lead to the setting up of suitable targets
- Recording should be based on discussions between child/teacher and parent where possible
- The process should allow the child to make regular contributions
- The process of assessment should be part of and contribute to the development of the curriculum