



**Ark Bentworth Primary Academy**  
**ASSESSMENT & REPORTING POLICY**



*Aiming High, Achieving Together*



## Ark Bentworth Primary Academy Assessment & Reporting Policy

---

Assessment is viewed as essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences.

Assessment at Ark Bentworth Primary Academy will be:

- Positive
- Manageable
- Useful and used
- Consistent

### Aims

- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of standards
- To enable our children to demonstrate what they know, understand and can do in their work
- To help our children understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each child
- To provide regular information for parents that enables them to support their child's learning
- To provide information to evaluate the effectiveness of the school and inform the school's strategic planning

### Guidelines

Assessment will be used in the following ways:

- **Formative** - the information gained "forms" or affects the next learning experience.
- **Diagnostic** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.

*Aiming High, Achieving Together*

- **Evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- **Summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

**Effective assessment in this school is characterised by:**

Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from

- Foundation Stage (Foundation Stage Profile) to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3
- Year group to year group

**To analyse performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils:**

- From ethnic minorities
- With special educational needs
- Pupils working at Greater Depth
- Gender
- With English as an additional language
- Travellers
- Asylum seekers
- Refugees
- Receiving Free School Meals (FSM)
- Pupil Premium children
- Pupils who are looked after by the local authority

**Assessment in this school is enhanced by:**

- Informed planning
- Pupils' involvement in self-assessment
- Pupils involved in peer assessment
- Positive / specific written feedback
- Planned oral feedback
- Parents' involvement
- Monitoring and evaluation by subject leaders

## **Monitoring and Evaluation**

The Principal & Vice Principal will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan.

## **Assessment – who is it for?**

### **To inform teachers:**

- Where the pupils are starting from
- Whether the class has learned what was planned
- Whether all the pupils are making expected progress
- Whether pupils are making sufficient progress against national expectations
- How pupils are applying their skills, knowledge and understanding across the curriculum
- Which pupils need more help and in which areas
- Which pupils need extension work
- Whether the planning for activities, resources and staffing are correctly targeted

### **To inform the Principal, other teachers and subject leaders:**

- Whether the pupils are making progress
- Whether there any areas for concern
- Whether the pupil's progress is in line with the school's targets
- How the school compares with other similar schools
- What aspects of the curriculum and teaching need to be strengthened

### **To inform the parents/carers:**

- How well their child is doing in all areas of learning
- Areas for further development
- How their child is performing in comparison to the year expectations
- What they can do to help at home

### **To inform Ark Schools:**

- How the school progressing against their targets
- The impact of the school development/improvement plan
- What the attainment of the school is in terms of progress and percentages of pupils working below, at and above the expected standard
- How the school compares with other schools in the network

## **Feedback**

Pupils at Ark Bentworth will receive quality feedback, which allows individuals to make decisions, and will improve their work allowing them to reach their targets.

Feedback will include:

- Highlighted feedback
- Oral feedback
- Peer response / assessment
- Individual target setting

## **Assessment Procedures**

- Baseline assessments are carried out for all children new to the school. This information is then used to set targets, track on-going progress and measure value-added progress
- Literacy and numeracy assessments are to be used to monitor children's progress at three different points during the year
- On-going assessments, through focused observations and tasks, are used to assess children's progress in all areas of their learning
- Optional and statutory national test papers are used to assess children's learning in Key Stages 1 and 2
- Question-level analysis is carried out on all assessments to identify strengths and weaknesses and inform future planning and delivery

## **Target setting process**

### **Autumn term:**

- Individual end-of-year targets are set, using prior knowledge/attainment and baseline data
- Progress and attainment targets are set Reading, Writing, Speaking and Listening and Maths
- Principal sets year group targets based on individual targets
- Individual Targets are discussed and reviewed at the parent/teacher pupil conferences
- Teachers identify those children on track to meet their targets, or are at risk of not making expected progress
- Targets will be discussed at the class progress meetings with the Principal and Vice Principal

### **Spring term:**

- Attainment levels are recorded
- Targets are reviewed
- Targets are discussed and reviewed at the parent/teacher pupil conferences
- Teachers identify those children on track to meet their targets, or are at risk of not making expected progress

- Targets will be discussed at the class progress meetings with the Principal and Vice Principal

### **Summer term:**

- Attainment levels recorded
- Targets are reviewed
- Teachers identify those children on track to meet their targets, or are at risk of not making expected progress
- Final attainment levels are recorded

### **Mid-key stage arrivals**

Targets for all pupils arriving during the year will be assessed on arrival for their baseline results. These pupils should be set similar expectations for progress.

### **Recording**

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

We plan our lessons with clear learning objectives. Our teachers record the progress of each child against these objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher in a structured way at the end of each year. All data is kept and tracked centrally allowing timely management decisions to be made by the senior leadership team.

End of year reports, including the Foundation Stage Profile will be completed at the end of each year.

### **Tracking**

Individual teachers are responsible for monitoring the progress of the pupils they teach, using the data that is collected as detailed above. They are expected to use data to inform their planning of each individual pupil and class needs. The Principal and Vice Principal meet with teachers at the end of each assessment cycle to discuss the performance of pupils. These meetings are used to identify areas of underperformance and develop action plans for improvement.

### **Reporting**

The progress of pupils is reported to pupils, parents and governors at three main points each year. Progress is reported to pupils and parents in relation to individual pupil targets in the areas identified in the recording above. The senior leadership team reports group and cohort progress to the governing body.

***Policy to be reviewed: September 2018***