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### **Rationale**

At Bowling Green Academy, we believe assessment should be an essential tool which is used to maintain, promote and improve effective teaching and learning. It should be positive, manageable, useful and consistent. Assessment supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility. Formative and summative assessments should be used to identify where a child is and the next steps they need to take in order to improve. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. Where data is gathered, it should be used to ensure that all children are supported to meet and exceed expectations.

**Please note: this policy should be read in conjunction with our Marking Policy.**

### **Aims**

The aims of assessment are:

- monitor progress and support learning
- to ensure early identification of the individual needs of all children in order to enable early intervention
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- to communicate accurate information about the children that is useful to teachers, pupils, parents and other educational agencies
  - comply with statutory requirements
  - actively engaged the pupils in their own learning

### **Inclusion**

The principles of this assessment policy apply to all pupils, 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 requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties

## **How we assess pupils**

### **National Assessments**

There are a number of benchmarks which children are assessed against:

- At the beginning of reception, there will be a baseline assessment which gives each child a starting point then, at end of Reception, children will be assessed against whether they have made a Good Level of Development (GLD).
- In Year 1, a formal phonics-screening assessment will take place. Those not meeting the expected standard will be re-screened in Year 2.
- In Year 2, children will be assessed using National Assessments in Reading, Writing and Mathematics. Teacher assessments, informed by detailed performance descriptors, will be used to report where the children are currently performing in these subjects.
- In Year 6, children will be assessed using National Assessments in mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of writing, and science.

### **Reading and Phonics**

Phonics: Read, Write, Inc All children from reception to Y2 are baselined using the Read Write Inc phonics assessment. Each half term they will be reassessed and regrouped accordingly. At the end of Year 1, children will be formally assessed on their phonics knowledge. Those not meeting the expected standard will be re-screened in Year 2.

Reading: In all years, Reading will be assessed continually through 1:1 reading, guided reading and within lessons. Reading records will be kept for all pupils. Each half-term a more formative reading assessment will enable teachers to track progress through the school's assessment tracking system.

### **Writing**

Throughout each term, children will be given opportunities to write independently. These pieces will be used to inform teachers of each child's progress. End of year expectation criteria is used to support the teacher assessment.

### **Mathematics**

At Bowling Green Academy, White Rose Maths (WRM) assessment materials are used to assess and track progress. At the beginning of each new unit of work, a baseline assessment will inform teachers of those pupils who will need to be challenged through reasoning, problem-solving and extension work. The assessments are repeated at the end of the unit in order to monitor progress. At the end of each term, WRM end of term assessments are used to monitor progress and used to inform teachers in their assessments.

### **Science and other Foundation Subjects**

Teachers will assess pupils against each end of each half-term unit and recorded using the school monitoring system.

## **EYFS**

### **Tracking Assessments**

At Bowling Green Academy, we track pupils' attainment in Reading, Writing and Maths using our own Excel tracking systems. Each half term, pupils are tracked according to where they are working against National Expectations. Additionally, in order to track progress, objectives for each area of Maths, Reading and Writing are tracked in order to show each individual's ability and areas for development. This enables intervention to take place for individual pupils, groups and for whole-class misconceptions to be addressed.

## Reporting to parents

Parent consultation evenings take place twice a year, where parents will be informed of where their children are in relation to age-related expectations.

Reports will be sent home at the end of each year. Children will be assessed against the National Curriculum age related expectations in all subject areas. Parents will be informed of their child's current stage and how this compares to end of year national expectations.