

The Brookfield School

Assessment Policy and Flowchart



Approved by: Tim Manson

Date: June 2020

Last reviewed on: June 2020

Next review due by: June 2022

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

At the Brookfield School we believe that the key aim of assessment is to **support pupil achievement and give accurate information about their progress**.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, year and key stage expectations;
- Allow teachers to determine what a child has mastered but also any gaps knowledge and understanding which will further aid planning;
- Help set targets and involve pupils in their own learning;
- Give parents a clear idea of what their child can do and what they need to do to progress;
- Provide information that can be used to evaluate teaching and learning practice;
- Give pupils effective feedback so they know what they have done well and what they need to improve;
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Track pupil performance and in particular identify those pupils at risk of underachievement or who could progress more rapidly and re-enter mainstream potentially;
- Provide information which can be used to evaluate the Brookfield School's performance against its own previous attainment over time and against national standards
- Provide information which can be used by wider colleagues e.g. at Annual Reviews or PEPs
- Fulfil statutory requirements relating to assessment
- Enable all pupil to make good or better progress as defined in this policy.

Assessment outcomes are used at the Brookfield School to inform next steps:

At Classroom Level:

1. What level are my pupils now?
2. Where do they need to be next (With appropriate level of challenge)?
3. What are the best strategies to help pupils reach the next steps in their learning?

At Coordinator Level:

1. How is my area of responsibility performing compared with recent 3 year trends?
2. How is my area of responsibility performing compared with other curriculum areas?
3. What are the priorities for improving provision within my area of responsibility?

At Whole School Level:

1. How is our school performing, compared with recent 3 year trends?
2. How is our school performing compared with other SEMH and local mainstream/ specialist schools in similar circumstances?
3. What are our whole school priorities for improving pupil outcomes, especially in math/ English?

Assessment should:

1. Be complementary to and supportive of, the key aims of the National Curriculum
2. Be fit for purpose
3. Be manageable
4. Be supported by teacher professional judgements that are consistent and reliable
5. Be appropriate for all levels of system wide accountability

4. Purpose of assessment and approaches

The purpose of assessment is:

Diagnostic

To identify strengths and areas for improvement and to inform next steps.

Formative

To use assessment information to make specific improvements in learning.

Summative

To acknowledge, record and report pupil's overall performance and achievement at a point in time.

Evaluative

To inform curricular planning and provide information for monitoring and accountability.

At the Brookfield School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment (Assessment for Learning)

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 or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." (Primary Framework, 2007)

Assessment for learning strategies are employed on a daily basis in every classroom to enhance learning for the pupils. It takes place during the learning activity (see marking and feedback policy). All teachers set the learning objectives at the beginning of a session which then provide focus for teachers, peer and children's self-evaluation. Questioning is crucial throughout the learning to ascertain understanding; 'deep' thinking is encouraged through open questioning, however children may need shorter closed, and/ or scaffolding questions to help them understand a concept and begin to employ deep thinking.

- Teachers will employ a range of additional strategies such as:
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

We encourage peer evaluation and feedback but are mindful that many pupils have low self-esteem and can find this difficult. Again, this is scaffolded and encouraged in a gentle approach in the hope that by KS4, pupils are more readily able to assess and feedback each other's' work and contribution. Self-assessment is supported through the use of a traffic light system or similar process and quick checks such as thumbs up/ thumbs down.

Marking is a crucial part of ongoing assessment (see policy). Marking should always be meaningful, informative and positive, providing an indication of a child's achievement for both pupil and parent.

Teachers' professional judgements of children's abilities, based on informal observations and on formal methods is an important source of evidence in the monitoring process.

4.2 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 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 across a period

Summative approaches will depend on the age and phase of development of the child, but may include mock examinations, end of year tests, end of topic tests such as using an online tool or a quiz and assessments linked to the child's individual education plan.

All of these will feed into our wider understanding of the child, alongside standardised testing and teacher judgements.

4.3 Nationally standardised summative assessment

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:

- Phonics screening check (where not met in Year 1)
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)
- GCSEs, Functional Skills and vocational qualifications at the end of Key Stage 4

5. Collecting and using data

The school approach is to minimize all unnecessary additions to teacher workloads. This means the use of an online tool for standardised assessment which then breaks down areas to focus on; aiding teacher's planning and reporting. The learning objectives for all subjects are entered into an easily accessible online system, which teachers have to enter minimal amounts of data into from their own judgements.

The flowchart (attached) explains how data will be collected. A summary of this:

Teacher assessment data on the classroom learning is taken every half term via Scholar Pack – this is a simple exercise to say whether children have met/ not met the learning objectives within the lesson. This also shows progress against the National Curriculum expectations.

In addition, all children sit a cognition test on entry to school, in Year 7 and in Year 9 which gives an indication of learning preference and cognitive ability. This also aids examination access requirements. A reading, spelling and math age is carried out twice a year every year by the intervention TAs or TLR post holder for English. This data is collated by the latter and used to measure progress and for Annual Reviews, PEPs and other formal meetings.

These scores are also used to inform the MLT/ SLT and TLR for English about who requires further intervention and who may also require dyslexia/ dyscalculia screening and a catch up programme of work.

6. Reporting

The following arrangements for access to these records will apply:

- The Class teacher, SLT and other teachers in the school will have open access to the records.
- Pupils, parents/ carers, outside professional bodies, other agencies, students, researchers etc. will require the permission of the child (or parent) and the Headteacher in order to have access to the records.
- Pupils will have access to their own records.

Reporting not only fulfils legal requirements but is also an important part of the school's relationship with parents and the wider community. Reporting is a whole school process and all staff work to communicate with relevant audiences serving to support and promote children's learning.

Reporting to pupils

Reporting on children's attainment is by means of:

- Teacher comment on class work, both oral and written
- Individual reward schemes

Reporting to Parents

All pupils at the Brookfield School have an EHCP which is regularly reviewed and formally reviewed once a year at a meeting with the parent/ carer and often the SEND Team from the representative LA. This is the focal point for sharing information with parents as this focuses on the EHCP outcomes and objectives and the child's Individual Plan. Standardised testing results in math age, reading age and spelling age are usually completed twice a year and these are also shared, along with any progress towards GCSE and vocational qualifications.

We also report on academic information through the Annual Report (at the end of the academic year) which includes:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record
- The results of any public examinations
- Details of any vocational qualifications or credits towards any such qualifications gained

Parent/ carer evenings, open days, 'come and learn' open events are also opportunities for families to come into school and see their child's work and talk to staff about progress and achievement. Discussion with parents is facilitated by an effective home / school link (homework diaries etc.), where every effort is made to accommodate parents' requests for meetings with staff at the earliest opportunity

All families have access to an online system which is used to show and share work. For pupils in KS4, BKSB in particular is used as a diagnostic and this is shared with parents, carers and the child for them to work on at home. Work is also shared through our social media and websites.

Reporting to Governors

The SLT and TLR post holders will report to Governors via presentation and written report as requested, at least annually. The Headteacher will report through her monthly Headteacher's report and outcomes will form a significant part of the work of the Governing Body, especially with regards to the Curriculum Sub Committee.

Reporting to Wider Colleagues and Outside Agencies •

End of Key Stage 2 and 4 results are sent to the DfE for national reporting and comparison.

Staff may be asked to report about the achievement of certain pupils to outside agencies such as reviews, case conferences and other such private matters when requested by the Head teacher and Designated Teacher for Pupils in Care.

The children's achievements and events and items of interest may be reported on the school's web site and occasionally in the local press. Photographs are only used with parental permission.

7. Inclusion

The principles of this assessment policy apply to all pupils.

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.

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

8. Training

Teachers will be kept up to date with developments in assessment practice through peer training, staff meetings, emails and online reading which they will be directed to by the SLT and MLT. Moderation and peer review will enable them to develop and improve their practice through highlighted reflection time in the monitoring schedule.

9. Roles and responsibilities

9.1 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

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in 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.

9.3 Teachers

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

10. Monitoring

This policy will be reviewed annually by the TLR post holder (s) for the Curriculum. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The TLR Post holders for Curriculum are responsible for ensuring that the policy is followed.

The Assistant Head teacher and Head teacher will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book scrutinies, pupil progress meetings and learning walks including pupil discussion.

In the Brookfield School, priority will be given to achieving internal consistency in a number of ways:

1. Where appropriate and where possible the school's marking policy will be implemented, thus achieving a standardised marking system which is known to all staff
2. Through induction, internal training initiatives and internal moderation, staff will develop a common understanding of assessment objectives, processes and levels
3. The relevant subject leaders will review and monitor samples of work and provide comment and recommendation in relation to content, style, quality, presentation and marking practice throughout the school.
4. Through the use of standardised tests
5. Levelling will take place at least once a year in core subjects and will include school-based levelling (internal standardisation) and any external moderation
6. Samples of moderated work should be kept for future use

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Non-examination assessment policy
- Examination contingency plan
- Marking policy

12. Flowchart Procedure

Interventions

All pupils will receive SEMH teaching and PSHE/ SRE offer as part of their Personal Development Curriculum (see Personal Development Policy).

All pupils who are in the Care of the Local Authority or who require further intervention will have access to small group teaching around SEMH strategies and wider opportunities such as art therapeutic - type input, additional time at Forest Schools or vocational experiences, access to intervention food technology and access to Emotional Literacy Support Assistant.

Children identified as having SpLD (dyslexia) or who despite quality first teaching or other intervention have not begun to make rapid progress the following may be used:

Nessy – spelling and reading programme delivered 1:1 or worked on independently, overseen by English lead in Secondary

SRS – reading programme delivered 1:1

Children identified as having SpLD (dyscalculia) or who despite quality first teaching or other intervention have not begun to make rapid progress the following may be used:

Math catch up programme overseen by Maths lead in Secondary and delivered 1:1

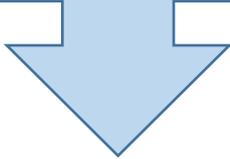
For all pupils in Y6 who will sit SATs

English and Maths SATS practice as a class/ small groups or 1:1

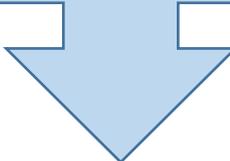
Academic Assessment Overview Years 3 - 8

Standardised Summative Assessment

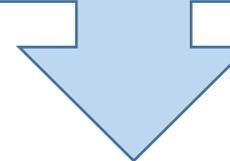
On entry to school/ Year 7/ Year 9
Standardised Testing: GL Assessment
Cognitive ability (unless completed by EP) reading, spelling and math age, SpLD screening



Twice a year (October/ March)
Standardised Testing: GL Assessment
Reading, spelling and math age



For most children, SATS set in Y6

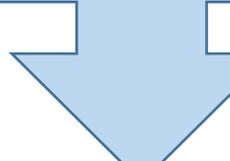


Formative Teacher based Assessment

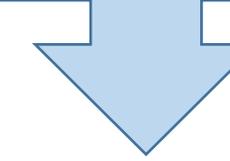
At end of each half term use Scholar Pack to track against National Curriculum expectations through Learning Objectives (allied to planning, delivery and AfL)
October/ December/ February/ March/ May/ July



Put into individual tracking sheets to demonstrate progress against targets.
Make judgements each half term_ expected progress/ better than expected/ less than expected progress



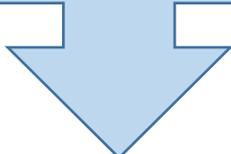
Data feeds into intervention and to quality first teaching. Teachers asked in appraisal how they plan to quickly catch pupil up.



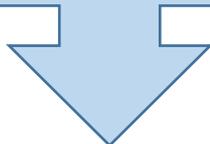
Academic Assessment Overview Years 9 - 11

Standardised Summative Assessment

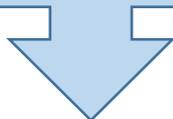
On entry to school/ Year 9
Standardised Testing: GL Assessment
Cognitive ability (unless completed by EP) reading, spelling and math age, SpLD screening



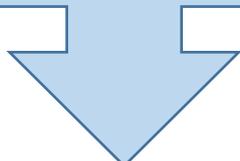
Twice a year (October/ March)
Standardised Testing: GL Assessment
Reading, spelling and math age



BKSB diagnostic in September/ October of Y9

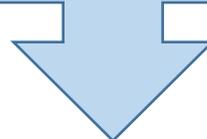


All pupils: Maths/ Eng/ IT Functional Skills sat Y10
Most pupils: 5 GCSEs Y11
All pupils: range of other E/L1/ L2 qualifications in KS4

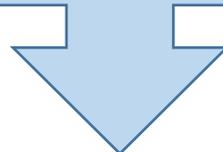


Formative Teacher based Assessment

Set predicted grades for most children and identify any working below L1 at Y9



Each term: identify pupils that are working at expected grade/ below or above predicted grade



Data feeds into intervention and to quality first teaching. Teachers asked in appraisal how they plan to quickly catch pupil up.

