Assessment policy

Ethos

At Biggin Hill Primary School we use assessment as both formative and summative. Learning Ladders are used by the staff and children to ensure children are working on appropriate targets for their level of development. Planned teaching and evidence of work in children's books all directly link to the targets being taught from the learning ladders. Our assessment process in an ongoing procedure that allows us to ensure children are making good or better progress at all times. At specific times in the year data is analysed to ensure no individual or groups of children are not making good or better progress.

Aims

- To support children in making good or better progress
- Clearly track children's progress from their starting point
- Close the gap for children who have had periods of under achievement
- Inform all stake holders about pupil progress
- Set targets that ensure that the school is meeting national expectations

Formative

Learning ladders are an ongoing formative assessment tool and must be used regularly. Dates must be recorded under targets achieved relating to a piece of evidence collected by the class teacher. Evidence can be:

- Work in children's books
- Photographs
- Homework (inc. mathletics)
- Records of discussion
- Formal assessment tasks

This information is transferred on to the online tracking system as the children progress. Once they receive 3 dates for an individual target, that target is achieved. This information feeds into teachers planning.

Summative

Children's progress is recorded as a % of Age related targets met and above age related targets met. A class average is then produced to measure the performance of the class over time (ATP). Children's attainment is measured through their Level of Development (LoD). This identifies whether a child is emerging, expected or exceeding at their age related level of development.

During assessment week

This is an opportunity for teachers to plan specific activities in order to ensure ladders are representative of children's current level of development.

- In reading teachers should use appropriately levelled short texts with which to assess children's different reading abilities and update ladders as they work with them.
- In maths teachers should use open ended using and applying tasks that allow them to observe children's security of taught skills when using them in context and update ladders as they work with them.
- In writing teachers should assess the most recent Friday Fandango. Ladders should be updated depending on the skills they have been able to apply in an unseen writing task.

These activities do not form the entire judgement made on children but add to the ongoing assessment that has been made based on evidence in children's books and other evidence gathered.

The online tracking system for learning ladders must be up to date at the end of assessment week for SLT to begin analysing data.

Data analysis

Teachers will complete the following documents in order to analyse individual and class progress.

- Year group Pivot table
- Termly assessment record
- Assessment data analysis

SLT will complete the following documents in order to analyse individual and group progress.

- Termly group analysis

All these documents will be used to discuss pupil progress at termly meetings. Targets will be set and actions agreed for the following tem to address specific under achievement.

Reporting to other stake holders

Parents will receive 6 reports, 1 each term, in the form of target and progress reports. These will be discussed with children at 3 points in the year during pupil conferencing weeks and at 3 points in the year during parent's conferencing weeks.

Governors will be informed of group, class and whole school achievement through the headteachers report. Information will be shared on how the school is performing against its own targets and compared to national expectations.

Written by:	Date:	Review:
Signed HT:		Signed CoG: