



Burstow Park School

BURSTOW PARK SCHOOL

Assessment policy

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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

Assessment is the means used to evaluate children's progress, and as such it sits at the heart of teaching and learning. It also helps parents to understand, and participate in their children's educational journey. Assessment can be in the form of tests, through use of questions, or by making a judgement from the work children produce.

Student outcomes will be judged as working towards, or working at the standards for their expected level of development. Therefore, although numerical data will still be relevant for measuring their progress internally, children will also be assessed against relevant national criteria of what a pupil is expected to know and be able to do in a subject, and their attainment will be assessed as working towards, within or at greater depth within the expected standard.

Our assessment approach ensures consistent and accurate judgements are made about children's progress and attainment. Moderation is also be an important part of how we use and validate assessment in school. Our work will incorporate the following agreed principles of assessment:

- Assessment provides evidence to guide teaching and learning
- Assessment is fair, inclusive and free from bias
- Assessment outcomes are conveyed in an open and transparent way
- Assessment objectives set high expectations for learners
- Assessment is appropriate to age, to the task and to the desired feedback information
- Assessment should draw on a wide range of evidence
- Assessment is consistent, with judgements which can be moderated to ensure accuracy
- Assessment outcomes provide meaningful and understandable information

2. Legislation and guidance

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. Purpose and Principles of assessment

The purpose of assessment is:

- To give reliable information to parents about how their child, and their child's school, is performing. To allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- To provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- To differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Assessment will be reliable and free from bias. Its aim is to help drive improvement for pupils and teachers and as such, is closely linked to improving the quality of teaching.

Assessment primarily takes two forms: formative and summative. Principles of formative assessment at Burstow School include being constructive, developmental and meaningful. Principles of summative assessment at Burstow School also include validity, reliability and equity.

- How can we achieve our assessment aims without adding unnecessarily to teachers' workload?
- What do we know about best practice in assessment in similar schools?
- Have we ensured that assessment is for all pupils?

4. Assessment approaches

At Burstow Park 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

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

We do this through a range of approaches; prompt and meaningful marking of students work, in-class feedback, questioning, self and peer-assessment and observations. Formative assessment is therefore used to assess knowledge, skills and understanding, which in turn informs planning and next steps for each child – to ensure their curriculum scaffolds their individual learning needs and is appropriately differentiated. It achieves this by helping teachers and students to identify gaps and misconceptions.

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

End-of-year exams, end-of-topic and annual EHCP reviews for pupils form our approach to summative assessment as a means of demonstrating improvement over a longer period of time

We use a range of summative assessment methods in order to ensure that each child's progress and attainment can be captured and reflected to best effect.

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 take the form of GCSEs and vocational qualifications at the end of Key Stage 4, and AS levels, A-levels and other post-16 qualifications in Key Stage 5. We also make good use of OCR, NCF, AQA, Asdan, Entry Level and Functional Skills awards to demonstrate student's progress and attainment. Burstow School is also registered to deliver the Prince Trust Award to all students who wish to engage.

5. Collecting and using data

Data is collected in line with GDPR and relevant Privacy Notices. Assessment data is retained on each individual child's school file, which school staff, parents and the named student have access to. Where appropriate and necessary, child-level data is submitted

to specific exam boards in line with their requirements. Where child-level data is to be shared beyond this scope, it is anonymised and/or permission is sought.

Annual reports to parents set out the child's current attainment level and proposed attainment grade / awards.

6. Reporting to parents

Assessment data will be reported to parents through annual reports, parents' evenings, Annual EHCP reviews and ad hoc interim meetings as required/appropriate.

Annual reports to parents include:

- Detail 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 which includes:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- Detail of any vocational qualifications or credits towards any such qualifications gained

7. 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.

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.

8. Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in all subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement

9 Teachers

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

10. Monitoring

This policy will be reviewed annually by Head Teacher. At every review, the policy will be shared with the proprietor.

All teaching staff are expected to read and follow this policy and take responsibility for ensuring that the policy is followed.

The Head Teacher will monitor the effectiveness of assessment practices across the school, through

moderation, lesson observations, book scrutinies, and pupil progress meetings.