James Bateman Middle School

Assessment Policy

Policy owner	L Pace
Approved by	Governing Board
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Linked policies and documents	Special Educational Needs and Disability Policy

Rationale

Effective assessment is essential to the quality of teaching and learning. Assessment is a fundamental tool utilised by the school to evaluate and monitor the achievement of students and the quality of our curriculum.

The purpose of assessment is to:

- Enable students to demonstrate and explain what they know, understand and can apply.
- To allow teachers to plan learning that accurately reflects the needs of each student. (See Feedback Policy)
- To track the attainment and progress of individual students, groups and cohorts of pupils to inform future planning and assist in guiding the school's strategic direction.
- To provide the students' next teacher with information to ensure a smooth transition and promote continuity and progression across the school.
- To provide the school leadership, including governors and trustees, with information which allows them to monitor and make judgements about the effectiveness of the school; identifying strengths and weaknesses in the curriculum and utilising this information to inform school improvement planning.
- To provide regular information for parents to enable them to support their child's learning and to update them with the performance of the school.

Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To ensure that statutory requirements are met.
- To monitor and evaluate the policy in practice.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To inform Governors and Trustees about the school's performance on a termly basis.

Deputy Headteacher

- To review and update the policy.
- To produce termly reports which analyses and evaluates school performance in order to raise standards.
- To schedule pupil progress meetings on a termly basis.

Extended Leadership Team

- To lead pupil progress meetings.
- To utilise assessment information to inform them of the effectiveness of practice within their key stage/year group/department and to use this information strategically to raise standards through targeted intervention and CPD.

All staff.

- To carry out ongoing formative assessment and set aspirational targets in order to raise standards
- To carry out assessments and engage in moderation processes.

Summative Assessment

Assessment of students' progress and attainment is recorded termly in order to track performance at an individual, group, class, year group, key stage and whole school level. In addition to this, baseline assessments are conducted when students join the school in year 5. This information is used to identify students who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

Core Subjects

- Reading is formally in KS2, using comprehension tasks and in KS3 pupils are asked to respond to text to demonstrate their understanding of what they've read. This is to support them in being ready for assessment approaches in the High School. We also evaluate reading ages using accelerated reader (Star Tests)
- Writing assessment is an ongoing process using writing assessment grids. Moderation at school and trust level ensures assessment is accurate.
- Summative assessment in maths takes the form of past SATs (Whole or Adapted) papers in KS2 and Whiterose Assessment in KS3. All students sit three Star Maths assessments each year, this is an online screener.
- Science is formally assessed using end of unit assessments.

Foundation subjects

- Department leaders have written bespoke approaches to assessment within their subject areas. Assessment are designed to evaluate the taught curriculum and evaluate how well students have retained knowledge (Both substantive and disciplinary) from lessons.

Pupil Book Study

- This is a rigorous approach to evaluate how well the curriculum supports students in knowing more and remembering more. It helps leaders to assess how well students are learning and make the necessary adjustments to their curriculums.

Data Analysis

Leader utilise the assessment data to carry out an analysis biannually in order to produce a report which is then utilised to inform:

- Pupil Progress meeting discussions
- School/subject Self Evaluation
- Termly headteacher report to Governors

- School/Subject Evaluation and Improvement plan(s)
- Annual Data presentation to Governors
- Department reviews

Recording Assessment

- DCPro is used to record and analyse data.

Assessment Moderation

- Moderation is used to ensure that assessment is accurate and fit for purpose.
- Curriculum leaders moderate performance regularly using pupil book study, learning walks, book scrutinies, quizzes and staff voice.
- Moderation also takes place across the trust and within the local group of schools.

Reporting to Parents

- Parents are able to meet with their class teacher at any time during their year with a prior appointment.
- Parent consultations are held twice each year, offering parents the opportunity to meet with teachers either face-to-face or virtually.
- A mid-year and end of year written report is sent to parents. The report is based on their child's progress, attainment, behaviour, attendance and attitude. The reports are written in a clear, straightforward manner and are personal to the child.

The report will inform parents of: -

- How their child is performing in relation to their past achievements and to national standards where applicable.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Whether the child is happy, settled and behaving well.

Pupils will Special Educational Needs and disabilities

Early identification of children with special educational needs is essential. The school's S.E.N./Inclusion Policy gives details of the procedures for identification and assessment.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the high school at the end of year 8
- When children move schools, information is sent through via a CTF (common transfer file).