



## KNIGHTSBRIDGE SCHOOL

### Assessment Policy

This policy applies to the whole school, including the EYFS. It should be read in conjunction with the Marking and Feedback Policy and the appendices.

#### **1 Introduction**

##### **1.1 *What is assessment?***

Assessment refers to any situation in which some aspect of the child's education is in some way measured. This measurement could be by the teacher, an examiner, through standardised tests e.g. CAT4, or by the child themselves.

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At Knightsbridge School, we believe the key purpose of assessment is to move children on in their learning. Assessment has a major role to play in increasing levels of achievement. It is an integral part of teaching and is primarily used in an ongoing (formative) way to promote better learning as well as being a fundamental part of our curriculum planning. Continued monitoring of each child's progress gives a clear picture of what each child is doing: it is important that the teacher knows what information has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations and setting their own targets.

##### **1.3 Principles for good practice.**

Assessment at Knightsbridge School:

- informs teaching staff about individual pupil's progress;
- indicates strengths and identifies weaknesses;
- is based upon clear curriculum intentions;
- plays an integral part in classroom activities;
- is appropriate to the task;
- focuses on learning processes as well as learning outcomes;
- draws on a wide range of evidence;
- involves pupils in reflection and review.

1.4 The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all

assessment activities to have a direct impact on the foci of tracking progress, planning for improvement and raising attainment.

## **2 Rationale**

2.1 Assessment is an important link in the cycle of planned curricular experience and recording achievement is a positive way of identifying children's particular strengths and weaknesses. This allows us to base our lesson plans on a detailed knowledge of each child. Sensitive assessment contributes towards good self-esteem and a constructive attitude which motivates the individual to continue making progress.

2.2 We give our children regular feedback on their learning so that they understand what it is that they need to do better. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

### **2.3 Aims of Assessment at Knightsbridge School**

Assessment at Knightsbridge School aims to:

- support learning by identifying children's strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment;
- 'close the gap' between pupils' potential and actual performance;
- enable teachers to identify the needs of each child including additional support if required;
- enable our children to demonstrate what they know, understand and can do in their work;
- help prepare children for their future schools;
- help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching;
- enable HoDs to evaluate the success of the teaching;
- provide meaningful communication between school and parents, that provides them with information about their child's achievements and progress;
- provide SMT with information that allows judgements to be made about the effectiveness of the school.

## **3 Principles of Assessment**

3.1 In order to satisfy the rationale above, the Assessment Policy is based on the following research-based guidelines for effective assessment.

- formal, summative assessment is conducted on a regular basis as a reflective process;
- children and teachers understand the criteria which will be used in the assessment of learning;
- children are involved in this process so that they take responsibility for their learning, through guided self-assessment and recognising their next steps and how to take them;
- teachers use the results of their assessment to set work which supports, challenges and stretches their children;
- all feedback of assessment should be sensitive and constructive because any assessment has an emotional impact;
- teachers take account of the importance of learner motivation by providing constructive guidance for children about how to improve; formative assessment activities will be

emphasised as part of school routine; summative activities will be undertaken termly in order to track progress.

- 3.2 At Knightsbridge School we use a Learning Objective as the starting point for the planning and/or delivery of each lesson. This is often referred to as the WALT (We are learning to...) and it is followed up with set of success criteria which are often differentiated. This forms the basis for Assessment for Learning. Where appropriate, a key question may replace the WALT.

Learning Objectives and the related success criteria should be based upon the skills statements for each year group set out by HoDs.

### 3.3 **Feedback and Target Setting**

Each child should know how to make progress in every subject. Teachers assist with this by setting targets. Targets make clear the next steps that they must take in order to progress.

Departments may vary in how they communicate these targets to each child, but one way might be through differentiated success criteria (e.g. all must, most should, some could) which the children write out/stick in at the start of the piece of work. Marking should refer to how well the child has met the target.

A short-term target or one which is broken down into small steps, is probably more accessible for the child, so 'in this/the next piece of work I would like to see...' may be more achievable than 'by the end of term/year....', but this may vary according to department /year group.

The target(s) could be subject-specific, or could be more general, relating, for example, to the school literacy policy, or presentation. Teachers may set the same target recurrently if necessary.

By agreement with the teacher, children could be involved in setting targets when they do their self-evaluation.

## 4 **Types of Assessment**

### 4.1 **Formative Assessment or Assessment FOR Learning**

Assessment for learning is the on-going day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how future teaching will be adapted to account for this. It is integral to learning, and takes place throughout learning. It provides "feedback", i.e. whether learning objectives are being reached. It is diagnostic, giving information on areas of weakness but also on strengths and potential. For pupils, it is a form of individualised learning and encouragement, and an important ingredient of motivation.

These types of assessment are ongoing and regular and involve:

- effective questioning;

- observations of children during teaching and while they are working;
- holding discussions with children;
- analysing and marking work and feeding back to children;
- conducting tests and giving swift feedback;
- individual assessments;
- group assessments;
- class assessments;
- self-assessments - self assessment by children promotes motivation and makes children feel valued and involved in their own learning.

Evidence of formative assessment helps to support judgements made and may come from a variety of sources:

- annotations on weekly and half-termly planning documents;
- individual child's records;
- teacher's mark books/BAMEM tracker;
- teacher's planner (day book);
- children's books;
- tick lists;
- I.L.P.s;
- target setting and attainment;
- teachers' notes of observations.

#### 4.2 **Summative Assessment or Assessment of Learning**

Assessment of learning is a summative assessment to ascertain the level a child has reached which could be termly or annually or at the end of a key stage. It is concerned with the final summing up of learning. The judgements it makes are also for the benefits of people other than the learner. Summative assessments usually come in the form of tests, assessments and exams. It is important to remember that they provide only a snapshot of that child's ability at that particular time.

Summative assessments are used to help teachers decide what a child can do at a particular time, and can be used as comparators. This is done through:

- Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept;
- Weekly/daily mental maths and spelling tests;
- Exam Weeks;
- Cognitive Ability Tests – CAT Digital;
- Progress Test in Maths and English (PTM, PTE);

#### 4.3 **BAMEM**

BAMEM stands for Beginning, Approaching, Meeting, Exceeding and Mastering. These are the words we use to report how children are progressing against expectations for their year group. Please see **Appendix 2- Reporting to Parents** for more detail.

Each department sets up a markbook to record how children are progressing against the key skills as set out by each subject's HoD.

Children's progress is monitored at least each half term when teachers are required to fill in a BAMEM grade on iSams using resources supplied by HoDs to support them in making their judgements.

#### **4.4 Diagnostic Assessment**

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. We use a range of external tests and examinations that provide a considerable amount of detailed diagnostic material. This includes PTE, PTM, PASS, NMM, and CATs. Teachers are actively encouraged to engage with this data and make appropriate use of it in planning and teaching. SMT use this data alongside teacher judgements to assess children's progress at termly Pupil Progress meetings.

#### **4.5 Assessment in the EYFS (Please see the EYFS Policy for more detail)**

- The Early Years Foundation Stage Profile is the national assessment framework against which teachers record their observations throughout the EYFS (Nursery and Reception classes) and is used to summarise their pupils' ongoing progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the EYFS underpinned by the characteristics of effective learning. Teachers make regular assessments of children's learning through observation, involving both the teacher, child and other adults as appropriate (recording this through photos, narratives and anecdotal comments made during child initiated and adult focused activities) and direct assessments and this information is used to ensure that future planning reflects identified needs as well as adapting planning to match the children's interests. Each child has an online learning journey.
- On entry to the school, children will be informally assessed against the stage appropriate learning outcomes of the EYFS and a 'baseline' assessment will take place over 3-4 weeks. Results are used to inform planning, set targets and aid early identification of special educational needs. A summative assessment of children's progress will be made towards the end of each term where the Head of EYFS analyses data and uses this data to take learning forward across the cohort.

### **5 Learning Support**

- 5.1 Beginner EAL pupils will not be assessed until they have progressed to intermediate. Their assessments may be modified in accordance with their level of English as determined by the Head of Learning Support. For example, a child's reading comprehension may be tested orally without the expectation of having to write the answers down.
- 5.2 Junior School - Pupils who experience challenges in accessing the taught curriculum may have the assessment/process modified to accommodate their need. This will not affect the outcome or marking procedure. Accommodations will vary and be at the discretion of the class teacher. Where the child has an educational psychologist's evaluation, the recommendations may be followed in whole or in part with the full agreement of parents.

- 5.3 Senior School - Pupils who experience challenges in accessing the taught curriculum may have the assessment process modified to accommodate their need. This will not affect the outcome or marking procedure.
- 5.4 Non-Standard Accommodations - In exceptional cases, designated pupils may be given the following non-standard accommodations, usually recommended in an educational psychologist's evaluation, or at the discretion of the subject teacher and Head of Learning Support.
- Extra Time (25-50%)
  - Supervised rest breaks
  - Laptop for word processing only
  - A scribe
  - A reader
  - A dictionary
- The choice of future school for the pupil will be considered when allocating non-standard recommendations for examinations.

## **6 Responsibilities**

### **6.1 Teaching staff**

- To adhere to the requirements of this policy in planning the learning for the groups and individual children for whom they are responsible;
- To involve and inform Teaching and Learning assistants, and others working with pupils, of the role they need to have in the assessment of children's learning;
- To keep records of children's progress as defined by the Marking and Feedback Policy;
- To keep other such records as to inform and contribute to the agreed curriculum plans, records and reports;
- To report as required regarding the progress of their pupils.

### **6.2 Teaching and Learning Assistants**

- To be active in seeking out the expected learning objective for all pupil tasks;
- To be aware of the teacher's expectations regarding specific assessment activities;
- To contribute to the ongoing discussions regarding children's progress;
- To consider the next steps for children's learning and be proactive in discussion with teaching staff how they may best support the children with whom they work;
- To contribute to the assessment of the children with whom they work.

### **6.3 Heads of Department**

- To know current levels of pupils' attainment in their subject;
- To know strengths and areas for improvement within their subject;
- To be responsible for the monitoring and identification of the above;
- To report the outcomes of monitoring activities to the SLT and Staff;
- To plan strategies for subject improvement and development to be contained in an action plan that is updated annually;
- To undertake termly monitoring activities to assess standards in their subject. This may include: Book scrutiny; Pupil interviews; Classroom observations; Data analysis meetings.

#### 6.4 **Head of Junior School and Head of Senior School**

- To be responsible for the ongoing monitoring of assessment and reporting activities to SLT;
- To facilitate the effective dissemination and use of assessment data within the school;
- To liaise with any external agencies regarding the results of assessment activities when appropriate.

#### 6.5 **Director of Learning and Head**

- To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning;
- To be able to demonstrate and articulate high expectations and set stretching targets for the whole community;
- To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
- To plan and organise the school's reporting system to parents, ensuring that school reports are of a high quality and informative to parents;
- Implement the school's policy for the recording and reporting of pupil progress, based on regular assessments and reports.
- To consult with and work alongside Heads of Department in order that they have the information required in order to monitor their subject successfully and that the result of their monitoring is shared successfully through data analysis meetings;

#### 6.6 **Assessment Coordinator**

- To be responsible for overseeing the arrangements for Internal Examinations and assessments and the organising of students' exam timetabling;
- To liaise with the admissions staff when appropriate and be responsible for the arrangements for Entrance Examinations;
- To collect and interpret assessment data as requested by Director of Learning/Head
- To manage all baseline testing and ensure that this information instructs the further development of teaching and learning;
- To be responsible for the management of assessment and reporting activities.

#### 6.7 **Parents**

- To participate in the opportunities offered by the school to be involved in discussions regarding their child's progress;
- To raise any concerns they may have about their child with the school at the earliest opportunity.

## 7 **Monitoring**

- 7.1 It is the responsibility of the Assessment Officer, in conjunction with the Heads of Departments/Areas and the Director of Learning, to ensure that this policy is adhered to. Effectiveness of the policy will be monitored and evaluated annually by the Director of Learning and Assessment Team.

**Reviewed by:** Anthea Humphreys (Director of Learning)

**Date:** July 2022

**Approved by:** Shona Colaco (Head) **Date:** July 2022



***This policy will be reviewed annually.***

## **Appendices**

1. KS Assessment Overview
2. Reporting
3. Examinations