



Barnet Hill Academy  
FAITH • EXCELLENCE • KNOWLEDGE

# Assessment Policy

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V3.0



## 1.1 Rationale

At BHA, we seek to develop assessment systems that are simple to use but effective in promoting pupils' learning, closing the gap between different groups and improving teaching.

Assessment should enable us to answer the following fundamental questions:

- How well are individual pupils and groups of pupils doing?
- Where are they not doing so well?
- What action shall we take to help them fill the gaps they have in their knowledge and understanding?
- Are all pupils making progress at the rate of which they are capable, including those who have special educational needs and/or disabilities (SEND) and those who have English as an additional language (EAL)?
- To what extent do pupils master concepts and skills?
- What are we teaching well?
- What do we need to teach better and help all pupils make good or better progress?

## 2.1 Aims

1. Clarify the purpose of all assessment used in the school
2. Ensure that assessments are useful, purposeful, manageable, accurate and used
3. Supports a culture of in-depth learning rather than speed learning
4. Reduce teacher workload
5. Improve projections

## 3.0 Are we missing a trick or two about assessment?

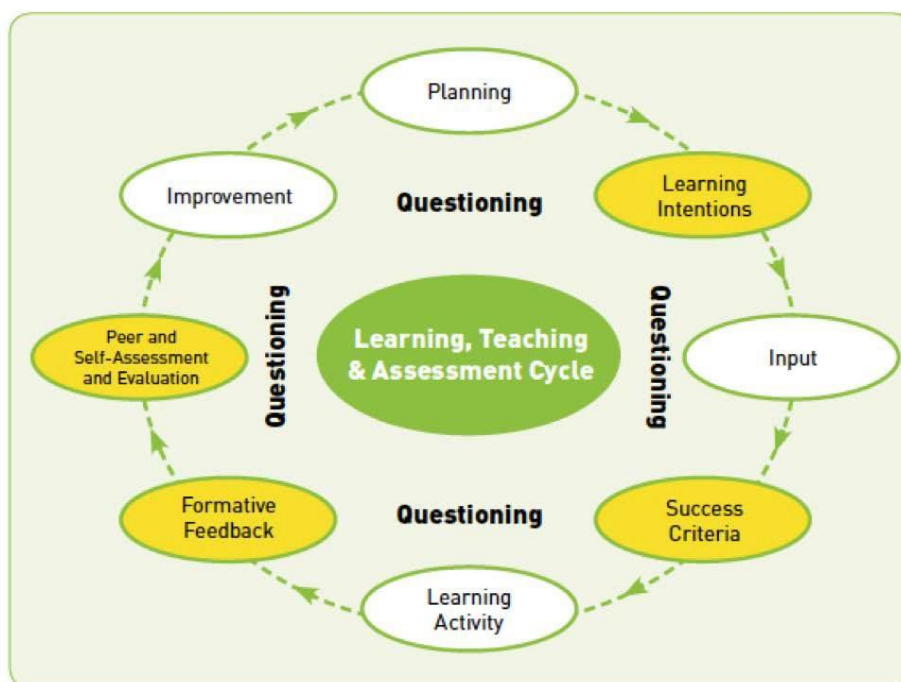
In the past, we have used the terms 'formative' and 'summative' assessments quite distinctly and we have focused on Assessment for Learning and Assessment of Learning. Now experts agree that the distinction is somewhat blurred between formative and summative, given the recognised prominence of assessment for learning. The following table helps us to think more deeply about assessment and its many purposes. It also helps us to focus on where we aspire to be as a school on our journey towards high quality assessment

Quality of Assessment	Assessment for Learning	Assessment of Learning	Assessment for Grading	Assessment for Teaching	Assessment Focus
<p>Increasingly Higher Quality of Assessment</p>	Personalised Feedback & DIRT	Analysed & Acted On	Diagnostic & Formative	Improves Teaching	Closing the Gap
	Includes Challenging Success Criteria	Pre-Planned	Moderated & Standardised	Improves Schemes of Learning	Defining Curriculum Excellence
	Comments Based	Common & Cumulative	All In or Accounted For	Helps Teacher Improve	Consistency
	Tick & Flick	Idiosyncratic	Undefined & Ad Hoc	Largely Ignored	After Thought

#### 4.0 Assessment for learning

- **Every child** knows how he/she is doing, and understands what he/she needs to do to improve and how to get there. Pupils get the support they need to be motivated, independent learners on an ambitious trajectory of improvement. They know how to respond to feedback to improve their work and are given time to do so (DIRT = Dedicated Improvement and Reflection Time)
- **Every teacher** is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential (identify when pupils are struggling and what interventions are needed to close that understanding gap)
- **Middle and senior managers and leaders** can rely on structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress
- **Every parent and carer** knows how their child is doing, what he/she needs to do to improve, and how they can support the child and their teacher

## Afl Strategies in Teaching-Learning Cycle



### Day-to day

- Learning objectives (l.o.) made explicit and shared with pupils
- Questioning in lessons
- Helping pupils to know and recognise the standard they are aiming for by sharing assessment or success criteria with them and modelling good work
- Giving pupils constructive verbal and written feedback: what they have done well and what they need to do to improve further
- Peer and self-assessment in use
- Pupils engaged in their learning and responding to immediate feedback
- Quick recap quizzes
- Consistent use of Bloom's taxonomy in planning, questioning and feedback

### Periodic

- Broader view of progress across subject for teacher and learner
- Use of national standards in the classroom; shared conviction that using feedback to modify instruction and help learners to better understand assessment objectives will improve exam results.
- Improvements to medium-term curriculum planning

### Transitional

- Formal recognition of pupils' achievement
- Reported to parents/carers and next teacher(s)
- Uses external tests or task



### The teacher's formative assessment checklist:

1. What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
3. How will I ensure pupils understand the purpose and outcome of this assessment and can apply it to their own learning?
4. How will I ensure my approaches to assessment are inclusive of all abilities?
5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

Refer to the marking policy for details on effective feedback.

## 5.0 Assessment of learning

- Assessment of learning focuses on the extent to which pupils are acquiring greater knowledge, defined as factual, conceptual, procedural and metacognitive.
- It requires a curriculum to be defined in terms of success criteria, learning intentions and the pre-planned associated assessments which help to exemplify the standards expected, to teachers and pupils.
- The assessments provide an outcome based upon a disaggregated view of learning, that is, the individual facts, ideas, concepts, skills and competencies pupils have acquired.
- Teachers are expected to analyse the assessments to determine what pupils didn't know or couldn't do on one hand; and on the other hand reteach to these gaps at a whole class, group or individual level. This is hugely important for teachers and for pupils' learning. This is partly accessible to parents and to middle or senior leaders, through marking, lesson observations and teacher reflections for example.
- To ensure accuracy of these assessments, teaching staff will engage in internal and external moderation.



## 6.0 Assessment for grading

- Assessment for grading involves pulling together the individual facts, ideas, concepts, skills and competencies which pupils have acquired, into an overall score, grade (previously a level).
- This score or grade is linked to a nationally recognised standard, for example the Early Learning Goals in the EYFS, the new SATs scores at the end of Y6 and GCSEs in KS4.
- These scores or grades are hugely important to middle and senior leaders, and more understandable to parents who can envisage a trajectory towards the national standards
- However, they are of more limited use to teachers to improve pupils' learning although rigorous analysis of them can give information about what was taught well and not so well (Assessment of Teaching).

## 7.1 Tracking pupils' progress

### 7.2 Primary

We use Target Tracker commercial software from the EYFS to Y6.

In the EYFS, Target Tracker enables staff to record observations of individual children or groups of children, along with photographic evidence, as well as log the steps reached by individual children on their learning journey towards the Early Learning Goals. The observations may be used to support moderation, demonstrate achievement and show mastery, or simply record the learning journey through school.

In the primary, Target Tracker charts the journey of each pupil across National Curriculum subjects against expected achievements broken up into small steps and listed in different bands that correspond to age bands (band 1 = expectations for Y1, etc). When a teacher sees that a child has achieved the skills and knowledge listed, then they will be securing and mastering these at a deeper level by using and applying them. This is called 'Working at Greater Depth'.

Within each band, there are 6 possible steps.

- Y1 to Y6: 5 steps of progress in each Band is 'expected' progress
- The 'Secure +' step indicates 'working at greater depth', with children applying their knowledge, skills and understanding in wider contexts.
- All children, at any step, can be challenged and will master different aspects of learning.



We are currently reviewing our Qur'anic curriculum and designing a system of assessment without levels that mirrors the school's work in National Curriculum subjects.

### **7.3 Setting aspirational targets**

A pupil entering Key Stage 2 with 2b (or in Target Tracker 2S) would be set a target of 100+ (KS2 SATs scores) or those entering secondary school with a score of 100 will be targeted at A\*-B, while those entering at 113+ will be targeted at A\*-A and considered for a G&T enrichment programme.

***These are targets for children and teachers to aspire towards, not targets to be held accountable against.***

It will also be useful to record targets aimed at securing expected progress but only to ensure no pupil will fall below the expected standards; or to identify those who do swiftly and provide intervention to help them back on a more promising trajectory.

### **7.4 Creating a growth mindset culture**

With a target range, set at the upper end of what is achievable, there is the potential to create a coherent growth mind-set culture that encourages pupils to work hard, on strategies that will be productive in increasing learning and improving their performance.

This may be particularly powerful for pupils with low prior attainment as their future attainment is statistically the most unpredictable. It could also have significant implications for disadvantaged children as they may disproportionately end up in low ability groups or have restricted curriculum, lower targets and consequently less expectation.

## **8.0 Responsibilities**

Heads of Department must have oversight of the assessments that feature on the tracker. They must identify those assessments that test pupils' learning in a small chunk of the curriculum rather than a big chunk, so that more weight is given to the most significant assessments.

However, we must not lose sight of the following: the essential tracking happens in the classroom. The figures used by middle and senior managers for tracking pupils' progress are just as ever 'performance indicators.' The teachers monitor pupils' progress in much finer detail in their lessons and when marking pupils' work. It follows that the deeper tracking becomes the responsibility of individual teachers and the middle and senior leaders who carry out monitoring activities (observing lessons; analysing pupils' books; analysing teachers' planning, use of Bloom's taxonomy, reflections and assessments; learning walks; in-depth focus on groups of pupils to check their rate of progress).



## 9.1 Assessment for teaching

Every other form of assessment, from questioning to marking and exam results should inform teaching. The most effective teachers are those who have good subject knowledge, reflect on the impact of their practices and are swift in making improvements:

- ‘Pupil A did not give me the expected answer to my first question; I must rephrase it so he can understand.’
- ‘Three pupils do not seem to understand this concept; I need to reshape my explanation and use different resources to support them so they can grasp it.’
- ‘The writing of most pupils in the class does not go beyond explaining facts; the success criteria were not formulated clearly enough to lead them to apply their prior knowledge; I must focus on formulating more effective success criteria?’
- ‘My Y11 pupils have performed less well in Paper B than in others; this must be down to my teaching: time allocated to this aspect; resources used; methods employed’.
- ‘The tracking shows the more able are not progressing at the good rate of which they are capable: this must be because I do not challenge them highly enough or consistently’ etc.

The middle managers/leaders also play a vital role in assessment for teaching when they collect and then share information about what promotes effective learning for all learners and what does not, through their monitoring activities.

Pupils can play an important role, through their participation and their verbal and written responses. They should be consulted regularly by teachers and/or HoDs about the quality of feedback they receive, their confidence in improving their work and their understanding of what high standards mean, for example.

Parents, particularly if they follow assiduously what their child learns at school, can also provide feedback on teaching.

## 10.0 Monitoring and evaluation of this policy

- The effectiveness of this policy will be measured against evidence of improved teaching and learning and better outcomes for pupils (SLT)
- The embedding of assessment for learning strategies and their effectiveness will be monitored by teachers through their reflections; by HoDs through their monitoring activities; by pupils through interviews with HoDs and/or surveys
- The effectiveness of setting ambitious targets and creating a culture of growth mindset will be monitored by HoDs through their monitoring activities and discussion with pupils and teaching staff
- The effectiveness of the progress tracking systems used recently will be discussed by the whole body of staff, in their various departments; views will be reported to the headteacher/principal to inform strategic planning.