



**James Bateman Middle
School**

Assessment Policy

Approved by: Mrs S Maguire

Last reviewed on: 23/03/2023

Next review due by: March 2024

Rationale

Effective assessment is essential to the quality of teaching and learning. Assessment is a fundamental tool utilised by the school to evaluate the achievement of students and the quality of our curriculum. It is also used to raise attainment and accelerate progress.

The purpose of assessment is to:

- Enable pupils to demonstrate and explain what they know, understand and can apply.
- To allow teachers to plan learning that accurately reflects the needs of each pupil.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils to inform future planning and assist in guiding the school's strategic direction.
- To provide the pupils' 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 summative assessments on a half termly (core subjects) or termly basis.
- To ensure that assessment is used to personalise learning.
- To carry out assessments and engage in moderation processes.

Summative Assessments

Assessment of pupils' progress and attainment are carried out on a termly basis in order to track performance at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

Core Subjects

- Reading is formally assessed using NTS assessments in KS2 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.
- Maths is formally assessed using NTS assessments in KS2. In KS3 Whiterose maths assessments are used. End of unit assessments also support this process.
- Science is formally assessed using end of unit assessment. The approach is supported by the 'Best Evidence in Science' organisation.

Foundation subjects

- Department leaders have written bespoke approaches to assessment within their subject areas. Assessment are designed to assess the taught curriculum.

Data Analysis

The deputy head teacher utilises the assessment data to carry out an analysis of the data each term in order to produce a report which is then utilised to inform:

- Pupil Progress meeting discussions
- School Self Evaluation
- Termly headteacher report to Governors
- School Development Plan.
- Annual Data presentation to Governors

Pupil Progress Meetings

- These are held on a termly basis and are led by members of the extended leadership team.
- Prior to the meeting the headteacher meets with the relevant senior leaders to go through the data report and to discuss areas to focus on within the meeting.

The focus of the pupil progress meetings is:

- To discuss attainment and progress generally within the class using the half-termly data as a context.
- Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.
- Identify areas of CPD that are required to improve teaching and learning.

Recording Assessment

- Arbor is used to record and track assessment.

Assessment Moderation

- Moderation is used to ensure that assessment is accurate and fit for purpose.
- Curriculum leaders will moderate performance termly using pupil voice, learning walks, books, 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 pupil'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.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

Pupils with 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).

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and we're committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement

Policy Adoption and Revision Details				
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