



Gulf British Academy

Assessment Guidelines

Primary - KS1 and KS2

Introduction

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective and thereby raising attainment for every child.

Principles of assessment

- To provide information for target setting for individuals, groups and cohorts
- To provide evidence to support progression in learning through planning
- To share learning goals with children
- To involve children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify children for intervention
- To inform parents and other interested parties of children's progress
- To complete a critical self-evaluation of the school

Assessment for learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at GBA, we will:

- Evaluate pupils learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues and misconceptions can be addressed immediately and in subsequent lessons (use of plenaries)
- Adjust plans to meet the needs of the pupils, differentiating objectives
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Complete formal assessments according to the *Assessment Schedule* (Appendix 1)
- Use assessment-for-learning strategies such as:
 - Working walls
 - Targets
 - Success criteria
 - Self and peer evaluation
 - Discussion and talk
 - Conditions for learning – display

Formal assessment cycle

Formal assessment is a systematic part of our school's work, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

Regularly reviewing tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation, setting learning groups and careful planning.

To achieve this at GBA, we will:

- Follow the Assessment Schedule - Appendix 1 and update the data on a regular basis
- Analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able, and those with additional educational needs
- Set targets for numeracy and literacy and share information with the Head Teacher and Key Stage Coordinators
- Work with colleagues to moderate and level writing every assessment cycle
- Analyse data at the end of each term and at the end of each year to track progress made
- Pass cohort data and analysis to the next teacher

The Head of School / Key Stage Coordinators will also:

- Highlight pupils who have made no progress or are working below expectations and discuss these pupils on a termly basis with teachers

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

At GBA, we will:

- Meet regularly to moderate writing assessments
- Moderate work through planning and book scrutiny, feeding findings back to staff

Feedback

Feedback is vitally important as it forms a part of the learning, teaching and assessment cycle. Our policy is underpinned by research from the Education Endowment Foundation and other expert organisations.

At GBA we no longer spend hours marking children's books. Instead we meet them individually during pupil conferences and discuss their progress and next steps. This allows for more time to plan exciting and engaging lessons whilst also giving children vital one-to-one feedback time. (see Feedback Policy).

Reviewed:	September 2019
To be reviewed:	Annually each September
Responsibility:	Key Stage Coordinators

Appendix 1 - Assessment Schedule

Primary - KS1 and KS2

Autumn Term 1

- Review of class profiles by Key Stage Coordinator.
- Targets set by teachers and Key Stage Coordinator.
- In Literacy, there must be 2 pieces of assessed writing in the Autumn Term.
- In Maths, teachers will use Collins Busy Ant check-ups at the end of each unit.
- In Phonics, Year 1 teachers will assess children at the end of term and provide a gap analysis report.
- At the end of term, teachers will meet with Key Stage Coordinators to discuss children's progress against targets set.

Spring Term 2

- In Literacy, there must be 2 pieces of assessed writing in the Spring Term.
- In Maths, teachers will use Collins Busy Ant check-ups at the end of each unit.
- In Phonics, Year 1 teachers will assess children at the end of term and provide a gap analysis report.
- At the end of term, teachers will meet with Key Stage Coordinators to discuss children's progress against targets set.

Summer Term 3

- In Literacy, there must be at least 1 piece of assessed writing in the Summer Term.
- In Maths, teachers will use Collins Busy Ant check-ups at the end of each unit and the end of year test provided by Busy Ant.
- In Phonics, teachers will assess children using the Year 1 Phonics Screening Check.
- At the end of term, teachers will meet with Key Stage Coordinators to discuss children's progress against targets set.

During every term, teachers must be using assessment for learning and pupil conferencing across all areas of the curriculum and ensure that they make use of formative assessments.