



ASSESSMENT POLICY Year 2018/2019

SIGNED ON BEHALF OF THE TRUSTEES OF BRISTOL ISLAMIC SCHOOLS TRUST (BIST)

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DATE: 7 August 2018

REVIEW DATE: 30 August 2019



AAB Assessment Policy

Purpose of Assessment

Accurate, well informed assessment can be a valuable tool for teachers. It can enable them to planning appropriate learning for pupils, showing where support is needed for some pupils and extension is needed for others. On a whole- school level, it enables us to effectively oversee, plan and develop our curriculum on both an individual and whole school basis. It also has the potential to develop a positive self-image in our pupils, from positive and constructive feedback and the feeling of success which encourages further learning. Formative assessment helps pupils to reflect on their own learning. The continuous assessment of pupils enables us to share this with our parents. It is our objective to provide regular high quality information about the attainment, effort and progress of all our children. This information, along with prompts such as next steps in written reports, can support children and help to improve their learning. This policy outlines the purpose and management of assessment and reporting in our school. While the implementation of this policy is the responsibility of all staff, it is the primarily the responsibility of Assistant Head teacher (Assessment, Data and Curriculum) for leadership in this aspect of school life.

Methods of Assessment

A number of assessment techniques are utilised across phases and subjects, but they generally fall into three categories:

- ❖ Formative: To identify future targets for the class and inform future planning (group and individual) as appropriate within the subject areas.
- ❖ Summative: to monitor pupil progress and performance
- ❖ Diagnostic: to identify pupil strengths and weaknesses and inform personalised targets and learning

Formative Assessment

At Andalusia Academy, we practice 'Assessment For Learning'. This means that pupils are encouraged to be more active in their learning and associated assessment. The ultimate purpose is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives. The key elements of this are:

1. Sharing Learning Objectives – we share learning objectives with pupils, differentiating between a task and its learning intention. It enables pupils to gain the most learning from a lesson or activity.
2. Clear success criteria (written or verbal) – Success Criteria relates to the skills, concepts, knowledge of an activity. It is linked to the Learning Objective and makes clear to the pupil, what successful learning will look like.



3. Using consistent feedback and marking strategies (see Marking Policy) - Feedback

enables pupils to understand the strengths and weaknesses demonstrated in their work. Giving feedback involves making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses. Teachers use a common policy for marking work which is fully understood by all staff and pupils. Pupils will be encouraged to self-mark on occasion to see for themselves what they need to do to improve and discuss it with the teacher.

4. Pupil self-assessment and evaluation and peer assessment - Opportunities for self-assessment and evaluation may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves to progress. Peer assessment will be used when appropriate. Pupils will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupil's work.

5. Using effective questioning - Teachers may use questions to find out what pupils know, understand and can do by analysing their responses and their questions. It is also a useful tool in finding out what children's specific misconceptions are to target teaching most effectively.

6. Target setting - Teachers and pupils may set targets relating to specific goals. Pupils are encouraged to guide their own learning, with the teacher, giving them ownership over their own learning. All children in Years 1-6 will have personal targets in English and Maths, which will be monitored by their teacher and changed when necessary.

Summative and Diagnostic Assessment

There are a variety of summative assessments which take place, which differ from one phase or key stage to another (see individual phase sections below). While summative assessments take place at the end of the academic year for all year groups, the most notable assessments are as follows:

End of Year 1 – Phonics Assessment

End of Year 2 – Key Stage 1 SATs

End of Year 6 – Key Stage 2 SATs

End of Year 11 – GCSEs

Early Years Foundation Stage (EYFS)

Assessment takes place throughout the year, and is made using a combination of pupil's recorded work and practitioner observations. These are recorded in Learning Diaries, which parents are welcome to see at any time during the academic year. Pupil Progress is shared formally via Parents Evenings and Written Academic Reports. In the final term of Reception, an EYFS Profile is completed for each pupil. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a pupil's knowledge,



understanding and abilities, their progress against expected levels, and their readiness for Year 1. Each pupil's level of development is assessed against the Early Learning Goals (below). Further information is available on request.

Communication

ELG 1 - Listening and Attention

ELG 2 - Understanding

ELG 3 – Speaking

Physical Development

ELG 4 - Moving and Handling

ELG 5 - Health and Self-care

Personal, Social and Emotional Development

ELG 6 - Self Confidence and Self Awareness

ELG 7 – Managing Feelings and Behaviour

ELG 8 – Making Relationships

Literacy

ELG 9 – Reading

ELG 10 – Writing

Maths

ELG 11 - Numbers

ELG 12 - Shape, Space and Measures

Understanding of the World

ELG 13 - People and Communities

ELG 14 - The World

ELG 15 – Technology

Expressive Arts and Design

ELG 16 - Exploring and Using Media and Materials

ELG 17 - Being Imaginative

Primary Phase

Since the release and implementation of the National Curriculum 2014, assessment has changed. Where there used to be a system of levels which continued through the school, all schools practice 'Assessment without Levels'. Instead, there are now 'age-related expectations' for each year group or key stage, in all subject areas. At Andalusia Academy, we have adapted accordingly.

Each year group now has three different judgements:

- ❖ Working below age-related expectations
- ❖ Working at age-related expectations



❖ Working above age-related expectations

This is tracked throughout the year, using a combination of formative (day-to-day) and summative (end of topic) assessment. These assessments are recorded formally three times a year, at the end of Terms 2, 4 and 6. This data is used to ensure that pupils are achieving in accordance to the appropriate expectation for their year group. Pupil Progress is shared with parents via Parents Evening and Written Academic Reports. Parents can also make appointments to discuss their child's progress throughout the year.

Secondary Phase

Students will be assessed five times a year, in Terms 1 to 5, using a combination of formative and summative assessment strategies. However, their progress will be formally tracked three times a year, at the end of Terms 2, 4 and 6. There will be examinations for Years 7 to 10 at the end of Term 6 (end of the academic year). Year 11 will be assessed as they sit GCSEs. In Key Stage 4, students will be assessed at the end of each topic, in accordance to the curriculum and assessment guidelines for the appropriate examinations board.

Following the recent changes in levels and assessment, we use the 'Scholastic Steps' programme of measuring, monitoring assessing and tracking student progress in Key Stage 3. The 'Steps' programme consists of a progressive set of attainment targets. The targets are broken down into subject 'strands', and then into 'steps'. This detail means that students can make fine level of progress and enables our teachers to make clear, achievable, personalised targets for our students based on assessment throughout the key stage.

Parents are welcome to make appointments with their child's teachers throughout the year. However, formal discussion about student progress will take place three times a year (Learning Review Days), in addition to an written academic report at the end of the academic year.