Brays School Assessment Policy Flowchart

Monitoring

Class teachers complete validation and baselining. Monitoring by TLRs, assessment lead/LMT Discrepancies from previous year blocked with blue but not amended.

Targets generated for end of year and end of key stage.
Teachers agree or amend upwards or downwards but original target remains visible. Targets agreed by governors as appropriate.

All pupils baselined through the Assessment Pathways (Pre-Formal, Semi-Formal and Formal) which bench mark across EYFS and against National Curriculum (including the Pre Key Stage standards). Where pupils are not meeting the Pre Key stage standards, the Engagement Profile will also be utilised.

LMT and /or TLR/Subject Coordinators scrutinise books and report to staff – Monitoring for statutory delivery, breadth of study, appropriateness and challenge of learning, progress and SMSC. Actions discussed and reviewed to deadline.

Pupil Progress meetings with Head of Faculty or LMT to discuss termly assessments and interventions

AET Progression Framework Self-Help and independence programmes

Moderation initially through staff identification of evidence, then collated evidence of subject/strand achievement, shared faculty scrutiny and external moderation.

CPD for staff sourced as appropriate

Process of Assessment

Previous year's assessments validated and baseline set for the year. Reception Baseline – Early Excellence (Summative assessment)

Targets set – challenging but realistic.

Based on progress towards Upper Quartile
expectation for the end of key stage.
(Expectations EYFS & KS 1 pro-rata for KS1-KS2)

Assessment information in front of pupil books or folders – Used as ongoing criteria to identify achievement and progress through work.

Referred to as 'Full Scales Sheets'
(Formative assessment to inform learning objectives related to the curriculum)

Learning objectives in lessons reflect the steps towards mastery of elements of the targets and may include IEP targets and individual objectives for basic skills development.

Teachers and Teaching assistants mark and/or annotate work identifying evidence of specific achievements and progress, highlighting the best examples.

Pupil self-assessment is encouraged and acknowledged in books.

Evidence identified is scrutinised by teachers and learning activities are adapted on an ongoing basis.

Dates of achievement towards mastery are transferred to the 'Full Scales Sheets'. To inform termly summative assessments

Lateral progress in skills-mastery and engagement is identified, through 'Rainbow Sheets' for the most complex learners.

Termly update of progress and interventions on RAG sheets informed by evidence on Full Scales sheets and teachers' professional judgement

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Selected moderation evidence to co-ordinators

End of year assessments inform data analysis and future targets - RAG sheets '

Statutory Assessment

Reception Baseline-EY Development Matters EYFSP

> Year 1 Phonics Check

End of Key Stage 1 assessment Year 2 repeated Phonics Check

(Non-statutory assessment)

Years 3,4,5
In school termly assessments of achievement and progress towards end of Key Stage expectations
Ongoing annual phonics test assessments

Year 6 End of Key Stage 2 assessment

Data Analysis and Reporting

Data analysis of schoolbased assessment to inform whole school, cohort, group and individual priorities.

Data analysis supported by Raise Online/ Data Dashboard If appropriate

Annual report to Governors Assessment link governor visit