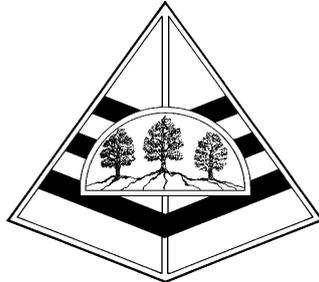


Ferndown Middle School



Assessment and Monitoring Policy

Policy to be reviewed by Governor Committee:	Community & Curriculum Committee
Frequency:	Annually
Reviewed:	September 2015
Reviewed:	October 2015
Reviewed:	9 March 2016
Reviewed:	8 March 2017
Reviewed:	21 March 2018
Reviewed:	12 February 2020

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

The articles of the United Nations Charter for the Rights of the Child have been considered when creating this policy.

Assessment and Monitoring Policy

This Policy document has been written to reflect current practices in place at Ferndown Middle School, it is implemented and endorsed as expected good practice by the Leadership Team and through the work of the Assessment Co-ordinator and subject leaders, staff are aware of their individual and collective roles in assessing and monitoring pupils progress both academic and pastoral.

Ferndown Middle School Aims

- To provide an exciting, challenging and motivating learning environment for all pupils and teachers that shows respect for the diversity of people's backgrounds.
- To set high standards of attainment and achievement for all pupils, ensuring that similar life opportunities are available to all pupils.

1. Purpose of assessment

1. To raise pupils' self-esteem and motivation.
2. To involve pupils in their learning and assessment and to help them to know how their learning is progressing.
3. To allow teachers and pupils to evaluate the current level of attainment and plan next steps for learning - at an individual, group, department and whole school level (this includes assessing pupils' readiness for future learning and identifying the particular help that individuals and groups of pupils need).
4. To provide a statement of current attainment and progress for pupil, teacher, parent, governors and outside agencies.
5. To contribute to the evaluation of the curriculum which the school offers.
6. To provide baseline information for target-setting and for setting individual pupil learning targets.
7. To monitor, track and analyse the progress made by year groups, class groups, teaching groups, gender, Pupil Premium, Special Education Needs (SEN), English as an Additional Language, Looked after Children and ethnic groups as well as the individual pupil.
8. Subject staff, subject leaders, the Leadership Team and SEND Co-ordinator will use data to identify individual needs and support application for help from outside agencies.
9. To provide continuity and progression of learning between phases and Key Stages and to allow for ease of transfer. Data is collected from feeder schools and Local Authority (where possible) on entry and recorded upon the whole school tracking system by the data co-ordinator.
10. To fulfil statutory requirements.

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2. Assessment Procedures

GL standardised test are taken as follows:

Standardised tests measure performance relative to all other pupils taking the same test.

Year 5 Maths and English are taken during the summer term at the First schools. Science tests are the taken in September of year 5. GL tests taken at the end of the academic year for all 3 subjects.

Year 6 Maths, English, Science GL tests at the end of the academic year. Statutory assessments for maths and English in May.

Year 7 Maths and English GL tests at the end of the academic year.

Year 8 Maths, English and Science test at the end of the academic year.

3. Writing moderation

Moderation is a vital tool to enable the school to be confident in it's' judgements. It secures consistency between classes and year groups. It enables valuable opportunities for teachers to develop subject knowledge and an understanding of good practice throughout the school.

Moderation enables a strong formative assessment that will impact on planning and future teaching. It also provides an opportunity for leaders to secure accountability.

We recognise the importance of moderation outside the school and we visit feeder schools to share and develop good practice.

4. Teacher Assessments

Teachers will be required to make a judgement based on a broad overview of the child's work. This can include work in books, day to day observations, speaking and listening and homework. Tests are used to support these judgements but should not drive them. Data is capture for all subjects except PSHCE on a termly basis. The data is entered on to a central system.

5. Communicating with parents

A strong partnership with parents, based on frequent, regular, personalised and pertinent communication, helps the pupils to achieve their best.

1. **Autumn Term:** Interim report for attitude to learning and subject attainment grades. Parents' Consultation evenings – meet the form tutor.
2. **Spring Term Consultation Evenings:** Interim report for attitude to learning and subject attainment grades. Parents' Consultation evenings meet subject teachers.
3. **End of Spring Term:** Interim reports to parents.
4. **Summer Term:** School Reports to parents followed by consultation evening.

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6. SEND data

Pupils identified on the school SEND register are also tested for spelling age in September and February (NB. This data is managed by the SEND department and recorded centrally on the School Tracker - SIMs).

The SEND department will also administer appropriate tests for identified pupils. (See SEND policy for details).

From Local Authority:

County comparative data will be used to monitor and compare the attainment for the school.

From DFE:

Analyse Schools Performance (ASP) – available in the Autumn Term. ASP provides an analysis of end of Key Stage data set against national performance. This report is used alongside school analysis.

To the Upper School:

- KS1 and KS2 Test Results for English and Maths
- GL test data for year 8
- Teacher Assessments for all Core and Foundation Subjects.

7. Roles and Responsibilities

The following systems and procedures are in place to ensure that Assessment at Ferndown Middle School is managed effectively and used to enhance the school self-review process.

The following information details the expectations and accountability for each member of staff.

7.1 Teachers: Teacher Standards (from September 2012) Point 6:

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Follow the agreed policy for each subject including target setting, testing and assessing.
- Ensure all data is recorded appropriately as required for each subject. Explicit pupil targets to be uploaded onto SIMs in order to generate targets.
- Analyse data (progress and attainment) for individual pupils and groups of pupils (PP, SEND, and Looked after Children), gender and any other groups indicated by the school).

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- Use data analysis effectively in order to set challenging and aspiring individual and group targets in agreement with subject leaders.
- Share targets with key groups (pupils/subject leaders/parents).
- Review progress at the end of the year against targets.

7.2 Subject Leaders

- Formulate, agree, implement and review the assessment process for their subject in line with current national initiatives and legislation.
- Analyse data for their subject by individual, group, class, cohort, key stage, whole school, LA and national information.
- Analyse and interpret data to identify trends and patterns, highlighting requirements for intervention and report to the Headteacher.
- Ensure assessment procedures for their subject are being adhered to, including keeping up to date information on SIMs.

Use all forms of information to assess progress:

- Data (individual/class/group/cohort/identified groups/key stage and whole school)
- Pupil feedback
- Work scrutiny
- Local/national data.

7.3 The Data Officer

- Data for all assessment points is recorded on the school SIMs tracker by the Data Officer. It is the role of the Data Officer to then provide numerical and graphical feedback on performance at each assessment point to the Headteacher/Assessment Co-ordinator using the agreed performance review formats.
- The Data Officer is also responsible for managing SIMs by ensuring all essential data is readily available.
- Upon entry, the new cohort of pupil's information is used to generate a tracker containing information on previous attainment from first schools. The Data Officer then adds information regarding attendance, Gifted and talented, SEND, EAL, Children Looked After (CLA), Pupil Premium (PP) intervention/support – these lists are constantly reviewed and updated.
- In addition to this the Data Officer produces individual attainment reports when required by the SLT and is responsible for receiving data on entry to FMS and ensuring that the Ferndown Upper School is provided with the agreed transfer information.

7.4 Assessment Co-ordinator

- Ensure assessment procedures are in place for all subjects.
- Co-ordinate with subject leaders the timetable for assessments.

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- Ensure all staff are able to access and use relevant data via SIMs.
- Liaise with core subject leaders to order statutory and optional end of year assessments and baseline assessments for year of entry.
- Analyse data in order to identify trends and patterns.
- Use national and local data to aid comparisons (Raise-on line, National Middle Schools).
- In conjunction with the Headteacher, set whole school challenging and aspiring targets.

8. Review attainment and progress

At the end of each assessment point a review is produced by the assessment co-ordinator. This performance review provides a picture of the current attainment and progress of all key groups within school and reports on trends over time. This review is designed to provide key information and should be read alongside the schools current tracking data.

This evidence base is discussed termly at Leadership Team meetings and each core subject leader receives a copy of the performance reviews as they are produced.

It is the responsibility of the subject leader to respond to data they are given by identifying action areas and intervention and support needs. This process should be completed within two weeks of test data being submitted (see Assessment Timetable for further details and dates).

9. Senior Leadership Team

- Analyse cohort and whole school data against LA and national data.
- Analyse data from ASP and LA information in order to set priorities for the SDP.
- Interrogate data and the impact of teaching and learning.
- Senior Leaders have a strong understanding of key aspects of assessment, from the use of data to effective classroom practice, and they monitor these rigorously.

10. Headteacher

- Ultimate and overall responsibility for standards and overview of assessment within the school.
- Responsibility for reporting to governors.
- The Headteacher and the Assessment Co-ordinator will set challenging and aspiring targets in liaison with the SEP.
- Assessment information to feed directly into the school's SEF document.

11. Governors

- Attend the Curriculum and Community committee meeting and challenge the school and Headteacher on targets and standards.

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12. Pupils

- Using the target sheet, pupils are to be aware and know their curriculum targets.
- Use prompts from marking in order to improve work.
- Self-assess against set criteria (WILF or other) when required.
- Peer-assessment against set criteria (WILF or other) when required.

13. Parents

- Through parent consultations, target sheets and reports, be aware of pupil targets and next steps in learning.
- Support pupils in their learning and achieving their targets (as agreed in the Home/School agreement).

14. Managing Testing Points

Testing points are carried out at intervals throughout the school year as identified in the assessment calendar. Timetables for test weeks are produced by Assistant Heads alongside the Maths, English and SEND Co-ordinator.

For year 6 pupils, statutory timetables are followed for end of Key Stage testing and the 'Assessment and Reporting Arrangements' provided by the STA (Standards and Testing Agency) are followed carefully by the Assistant Head. In Years 5, 7 and 8 testing is completed and planned under the direction of the Assistant Head.

It is the responsibility of the Assistant Head to ensure that all testing papers and materials are available for each test and that they have supported the SEND Co-ordinator in identifying the needs of specific children.

15. Intervention Strategies

A wide range of intervention strategies are used across the core subjects. It is the responsibility of the subject leader, SEND Co-ordinator, and Headteacher to agree and manage the intervention process.

A record of intervention strategies deployed for an academic year is kept centrally on SIMs. These intervention strategies are put in place as a result of analysis of data and reflect target areas identified within the School Development Plan and the School Self Evaluation Form.

16. Monitoring, evaluating and reviewing the policy

Monitoring and evaluating the assessment policy should be carried out at several levels.

- Headteacher/Assessment Co-ordinator
- Subject Leaders
- Governing Body.

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17. Linked documents

The following additional documentation should be considered alongside this policy:

- Teaching and Learning Policy
- Marking and Feedback Policy
- SEND Policy