



BELVEDERE
British School

ASSESSMENT POLICY

2019 - 2020

Assessment is a continuous process integral to learning. By understanding how well we are doing we can set targets for improvement and also realise what we have achieved and how much progress we have made.

Assessment allows us to:

- raise standards of learning by target setting and differentiate work for individuals, groups and cohorts;
- support progression in learning through planning;
- share success criteria with children;
- enable children to understand what they have achieved;
- help students know and recognise the standards they are aiming for;
- identify children for intervention;
- inform parents and other interested parties of children's progress;
- complete a critical self evaluation of the school.

1. Assessment for Learning

Assessment takes place in a variety of forms

1. Teacher Assessment

- a. Observations, informal recording and monitoring
- b. Marking of books and target setting
- c. Informal or formal teacher-tests, quizzes and other independent work tasks

2. Test Assessment

- a. Standardized Testing e.g.CEM, GL, Benchmark Testing
- b. National Curriculum Level Testing (statutory or optional)

3. Student Assessment

- a. Target Setting
- b. Marking of tests and other work (peer or self evaluation)

We will:

- Evaluate students learning during and after each lesson to identify those students with particular needs (including those who are more able) so that future planning can reflect this.
- Ensure students are aware of the learning objectives 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 students so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning –this is through parent-teacher discussions and formal school reporting conferences

- Encourage students to evaluate their own work against success criteria based upon specific, key learning objectives
- Complete formal assessments according to the school schedule and store this in the School Management Information System (Engage) which provides an assessment continuum

2. **The School Management Information System (Engage) and Formal Assessment Cycle**

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

The discipline of regularly analysing students' attainment will ensure that every student 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.

We will:

- Follow the school assessment schedule and update the data on a regular basis;
- Use information to identify percentages of children working at each level within a cohort;
- Analyse the data and review targets for individuals and use the information to identify intervention groups, including those students who are gifted and able and those with Special Educational Needs and Disabilities (SEND), Able, Gifted and Talented (AG&T)
- Set levelling targets for numeracy and literacy;
- Moderate and level writing every assessment cycle;
- Analyse data at the end of each term and at the end of each year to track 'value added' progress made;
- Pass cohort data and analysis to the next teacher;
- Highlight students who have made limited progress or are working below personal expectations or 2 sub levels below peers and discuss these students on a termly basis with teachers;
- Analyse results to identify attainment and progress made by students and for groups of students such as those on free school meals, gender, vulnerable children and children from an ethnic background;
- Report to Board statutory test results and cohort targets.

3. Reporting

Reporting to parents provides the opportunity for communication about their child's achievements, abilities and future targets.

Reports for all Belvedere British School students are written in December, March and a full report in June.

Parents will be informed of teacher assessment and any test scores in relation to National Curriculum of England expectations.

At EYFS the reports are prewritten in December, March and June. In June, FS2 Parents will also receive a report on their child's EYFS profile.

Reports will be written so that they have a positive effect on students' attitudes, motivation and self esteem however honesty and integrity will also be maintained.

4. 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.

We will:

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

Review Date:	July 2019
Next Review Date:	July 2020

Principal		Date:	
BBS Board of Governors		Date:	