



# British International School of Tunis

BRAVE • IMAGINATIVE • SELF-DISCIPLINED • TOLERANT

# Assessment Policy (Primary)

The British International School of Tunis



<i>Date Amended</i>	<b>August 2021</b>	<i>Staff Responsible</i>	<b>Head Teacher</b>
<i>Date to Review</i>	<b>August 2022</b>	<i>Version</i>	<b>V1</b>



# British International School of Tunis

BRAVE • IMAGINATIVE • SELF-DISCIPLINED • TOLERANT

## Rationale

The purpose of this policy is to support school improvement and the raising of standards in achievement and progress for all our pupils.

This policy intends to:

- Make clear the vision of assessment as part of teaching and learning at BIST Primary School
- Provide clear guidelines for the implementation of the policy
- Make transparent the procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment
- Provide clear definitions and purposes for different types of assessment

## Fundamental Principles of Assessment

All assessment should:

- Enable individual pupils to make progress in their learning
- Relate to shared learning objectives
- Be underpinned by confidence that **every** child can make progress
- Help all pupils to demonstrate what they know, understand and are able to do
- Include reliable judgments about how learners are performing related, where appropriate, to national standards
- Involve both teacher and pupils reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- Enable teachers to plan more effectively
- Provide us with information to evaluate our work, and set appropriate targets at wholeschool, class and individual pupil levels
- Enable parents to be involved in their child's progress

## Roles and Responsibilities

**Teachers and Teaching Assistants are responsible for:**

- Carrying out summative and formative assessments (*See Appendix 1*) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress
- Reporting the outcomes of summative assessments to the Senior Leadership Team
- Sharing the outcomes of both summative and formative assessment with Parents at Parents' Evenings and in the pupil's report



# British International School of Tunis

BRAVE • IMAGINATIVE • SELF-DISCIPLINED • TOLERANT

## **The Head teacher is responsible for ensuring that:**

- Each class teacher uses pupil tracking to analyse performance of individual and vulnerable groups, then to set progress targets in English and Mathematics, through engaging in half termly Pupil Progress Meetings
- Summative assessment tasks are used to inform overall teacher assessment judgements each term and that the data is collated centrally
- All staff are familiar with current Assessment Policy and Practice

## **The Senior Leadership Team is responsible for:**

- Monitoring standards in English and Maths
- Supporting subject leaders to monitor standards in other subjects
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups and reporting this to the advisory board
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to the Advisory Board on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Holding teachers to account for the progress of individual pupils towards their end of year targets through Performance Management

## **The Subject Leaders are responsible for:**

- Ensuring all staff are familiar with the Assessment Policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and SLT/HT, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum

## **Monitoring, Moderation and Evaluation**

Senior leaders will take overall responsibility for ensuring the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

Teachers are encouraged to engage in informal moderation in school on a regular basis. More formal moderation is planned every term as part of the CPD program in school. This involves in-school cross year and key stage moderation. A consistent approach to moderation across all the school has been developed in order to ensure that the process is rigorous and challenging.



# British International School of Tunis

BRAVE • IMAGINATIVE • SELF-DISCIPLINED • TOLERANT

## Appendix 1: Assessment Strategies and their purpose in school

### Summative Assessment

Strategy	Purpose
<p><b>National Non-Statutory Tests:</b> Commercially produced tests – GL assessments. These are administered in the Autumn term as a Benchmark and then again in the Summer term. Reading assessments – NTS – Year 1-6 White Rose Hub assessments Externally produced tests, purchased by school.</p>	<p>To provide an opportunity for the school to keep track of pupil’s progress and teachers’ expectations, and to enable schools to monitor progress through summative means at different points in the key stage. We currently use NTS (Hodder) tests for reading each term for Years 1 to 6.</p>
<p><b>Baseline Assessments:</b> Teacher assessments made at the beginning of entry to Reception using the assessment stands in the guidance for Development Matters.</p>	<p>To establish pupils’ abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils. These assessments are made based on all round teacher assessment and observation in the early weeks.</p>
<p><b>Half termly Teacher Assessments:</b> Teacher assessments using school assessment criteria for all subjects on a termly basis. Year Group Expectations from the National Curriculum are used to inform teacher assessments. The data is on Target Tracker</p>	<p>These are used to monitor progress and attainment at the end of each half term for all subjects. Teachers assess whether children have <i>met the expected standard</i> for their year group, <i>met the standard at greater depth</i> or are <i>working towards the expected standard</i>. Half Termly Pupil Progress Meetings are led by a member of the SLT to challenge and improve attainment and progress of classes, groups and individuals.</p>
<p><b>End of year Teacher Assessments:</b> Teacher assessments using school assessment criteria for all subjects on a termly basis. Year Group Expectations from the National Curriculum are used to inform teacher assessments. GL assessments in English and Maths – years 2-6</p>	<p>To provide information to parents and to the next year’s teaching team. To track progress across an academic year and from end of key stage to end of key stage.</p>



# British International School of Tunis

BRAVE • IMAGINATIVE • SELF-DISCIPLINED • TOLERANT

## Formative assessment/ Assessment for Learning

Strategy	Purpose
<b>Planning:</b> Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
<b>Sharing learning objectives and success criteria with pupils:</b> Pupils know and understand the learning objective and success criteria for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comments on their learning; keeps teachers clear about learning objectives.
<b>Pupil self-evaluation and peer evaluation:</b> Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against and beyond the learning objective and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information- the pupil's perspective.
<b>Feedback:</b> Must reflect the learning objectives of the task to be useful and provide an ongoing teacher/pupil dialogue; can be oral or written. Live marking and reflection clears up any misunderstandings.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement. Feedback and Marking will be in line with the Feedback for Learning Policy.
<b>Target setting:</b> Targets set for individuals, over time in English and Mathematics. Target tracker sheets. Multiplication grids.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
<b>Celebrating Achievement:</b> Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem, thus enabling pupils to achieve academic success more readily. This is through strategies such as assembly certificate, and house points which lead to earning team and class rewards.