



<b>Approval</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Approved for Issue  (Chair of Management Committee)	Michayla Poulton		

**BRIDGE ACHIEVEMENT CENTRE**

**ASSESSMENT & TARGET SETTING POLICY**

## **RATIONALE**

Assessment is used at the Bridge Achievement Centre in order to provide information about each individual pupil's experiences and attainment. This helps us to plan effectively to ensure that pupils make the best possible progress. Assessment complements and supports teaching and learning and is supported through "Progression Steps" as part of the Curriculum for Wales. One of the main purposes of assessment is to evaluate the curriculum to ensure it is relevant and meaningful to preparing pupils for their future in the community. This policy outlines the purpose, nature and management of assessment at the Bridge Achievement Centre. The implementation and ownership of this policy is the responsibility of all staff.

## **AIMS**

- To identify pupils' individual strengths and needs throughout the curriculum
- To contribute to more focused and pupil-centred teaching
- To enable each pupil to achieve their potential
- Provide smooth transition across key stages and when leaving the PRU
- To measure results and trends in performance compared with similar schools
- To measure progress of individuals or groups of pupils (e.g. gender groups, pupils entitled to free school meals)
- To screen and identify pupils in need of extra support and/or resources e.g. More Able and Talented
- To research new ideas and develop thinking for staff and pupils

## **WHY ASSESS?**

- To celebrate success
- To identify achievements and needs
- To evaluate the performance of children against themselves, their peers and national expectations
- To inform future planning
- To support judgements
- To provide a basis for discussion and review
- To raise attainment

Assessment can be divided into three main categories:

- Formative,
- Summative
- Evaluative.

**Formative** (Assessment For Learning - AfL).

On-going assessment and recording to inform appropriate next teaching and learning stages. It focuses on learners' achievement and on the details of ways in which they can move forward.

**Summative** (Assessment Of Learning - AoL).

To record, evaluate and report achievement in a systematic way over a period of time i.e. termly, annually, end of key stage. This approach results in a shared understanding and is integral to providing information about a pupil's performance. In turn, helping teachers to be more consistent and confident in making judgements. The following assessments are used to inform teacher planning:

- BPVS – assessment of receptive vocabulary
- STAR Maths
- GL Assessment suite:
  - NGRT (reading)
  - NGST (spelling)
  - PASS3
  - Dyslexia Screener

**Evaluative**

To examine aspects of school's work (e.g. class, departments, AoLEs) and draw conclusions / recommendations.

This policy should be read in conjunction with the following policies:

- Marking
- ALN
- Equality Plan
- Learning & Teaching
- Curriculum

## **Who is assessment for?**

The Bridge Achievement Centre uses assessment in order to support future planning and to create detailed and systematic records of pupil progress.

However, there is a variety of other audiences who may access assessment information:

- Pupils: assessment information is regularly shared with pupils in order to celebrate achievement and develop strengths and challenges. Teachers and teaching assistants are experienced and skilled in sharing progress data in a sensitive way so that pupils always feel SOMETHING and supported.
- Parents and carers: as well as frequent (often daily) contact with parents and carers, half-termly reports are provided highlighting strengths and areas for development
- Multi disciplinary team (e.g. social care and other supportive services): regular meetings are held to identify targets, share what's working in provision and areas for development.
- Local Authority: ALN officers attend regular review meetings in order to identify targets, share what's working in provision and areas for development and to inform future planning.
- Future placements: meetings are held to share transition information, positive strategies and support successful transitions.

Pupil attainment is assessed at least termly, with data entered on our in-house tracker. This allows teachers, ALNCO, and the leadership team to identify children who are underachieving or under-attaining. Appropriate interventions can then be put in place.

## **ASSESSMENT FOR LEARNING /FORMATIVE ASSESSMENT**

This is used to give pupils “real time” information about their progress through the curriculum. It gives the learner an understanding about where they are, where they need to go and how to get there. Teachers make daily judgments, which are shared with pupils as part of assessment for learning. These judgements are then used to help inform future lessons and can be adopted by pupils as part of their ongoing target.

### **Formative Assessment linked to the methods above**

Informal observations – with individuals or groups



Questioning – child, group or class  
Responding to child asking for help  
Continuous judgements e.g. marking work with child or out of lessons  
Review of class knowledge  
Pupils explaining to class  
Weekly mental maths or spelling tests  
Tracking pupil progress against NC or Progression Steps

## **TARGET SETTING**

All children in the Bridge Achievement Centre have targets. Targets are determined through the range of regular assessments that pupils undergo and formal targets are added to their One Page Profiles. Reviewing progress towards targets is an ongoing process throughout the school year and they are formally reviewed at least three times a year.

## **INDIVIDUAL DEVELOPMENT PLANS**

These are drawn up and reviewed at least twice yearly for all pupils in consultation with the form tutor/keyworker, ALNCO and parents. Each child has specific targets linked to their learning, social, emotional or behavioural difficulties.

## **REPORTING TO PARENTS & CARERS**

The Bridge Achievement Centre maintains regular contact with parents through phone calls, meetings and visits. Parents and carers also receive regular written reports, at least termly, in order to inform them of progress and any areas for development.

## **EQUAL OPPORTUNITIES**

The Bridge Achievement Centre is committed to equality for all members of the school community. The school promotes a positive and proactive approach to valuing and respecting diversity, and will not tolerate harassment of any kind. The Bridge Achievement Centre is committed to providing a curriculum and environment that challenges and extends the learning and opportunities for more able and talented pupils.

## BRIDGE ACHIEVEMENT CENTRE APPENDIX TO ASSESSMENT POLICY

Date	Action- how and when
<b>September</b>	<p>Intervention groups implemented, based on the needs of learners. Target Data uploaded to SIMS. All pupils assessed using the following:</p> <p style="text-align: center;">STAR Maths NGRT NGST PASS</p> <p style="text-align: center;">Dyslexia Screener (some) BPVS (some)</p>
<b>October</b>	<p style="text-align: center;">Performance Management includes Pupil Progress reviews. Half term tracker update</p>
<b>November</b>	<p style="text-align: center;">Core Data set analysis completed by T&amp;L lead and deputy manager.</p>
<b>December</b>	<p style="text-align: center;">End of term assessment levels maths, English and science entered into tracker- standardisation portfolios to be used to help inform judgements. All pupils assessed using the following:</p> <p style="text-align: center;">STAR Maths NGRT NGST PASS</p>
<b>January</b>	<p style="text-align: center;">Pupil progress reviews. PLASC Return Mid Cycle Performance Management</p>
<b>February</b>	<p style="text-align: center;">Half term tracker update</p>
<b>April</b>	<p style="text-align: center;">End of term tracker update All pupils assessed using the following:</p> <p style="text-align: center;">STAR Maths NGRT NGST PASS</p>
<b>May</b>	<p style="text-align: center;">National Literacy and Numeracy Tests Half term tracker update</p>
<b>June</b>	<p style="text-align: center;">End of year levels maths, English, science and Welsh entered into Assessment Manager - standardisation portfolios to be used to help inform judgements.</p>
<b>July</b>	<p style="text-align: center;">Planning of intervention groups for the following year. All pupils assessed using the following:</p> <p style="text-align: center;">STAR Maths</p>

	<p>NGRT NGST PASS Final tracker update Initial review of core data Written reports to parents</p>
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