Lansbury Bridge School Assessment Policy

February 2017

Introduction and Aims

We deliver high quality teaching and learning; at the heart of this is precise and accurate assessments which are child centred and individualised to celebrate pupils' personal accomplishments and learning goals.

The aims of our assessments are to enable;

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- SMART Target setting, including clear learning outcomes ensure pupils are fully aware and engaged in their learning and the expectations of them.
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Using formative assessments to inform teaching, and providing for the learning needs of all pupils	Typical methods of formative assessment include: • Question and answer sessions • Targeting questions • Ongoing observations • Discussions between staff working with groups of pupils • Verbal and written feedback
Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school	We ensure consistency in teacher assessment by: • Using B Squared • EYFS Tracker • Where appropriate Quest, SCERTS are used alongside B Squared • In-house moderation • Cross moderation activities with SLD Merseyside Network • Pupil Progress meetings/tracking • Marking,
Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress	• Discussing areas of development using clear next steps • Clear learning outcomes • IEP targets highlighted in red when worked upon in lesson. • Targets are communicated to pupils and where appropriate pupils will self-assess. • See Marking, annotation and feedback policy

Using systematic approach for informing parents of their child's progress and giving advice on how to support learning at home.	We inform parents of pupils' targets by: • Meeting with parents informally and formally • Sending parents annual written reports • Holding annual review of EHCP or statements • IEP reviews and new targets sent home termly • Parent training (CAMEO) • Parent training on curriculum • Family Liaison role in supporting parents • Sharing pupil work with parents
Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement	The senior leadership team are responsible for ensuring that: • Monitoring, scrutinising and observing pupils work, learning and IEP targets • Progress is measured over time. • Ensuring sufficient challenge for pupils • Using CSAM to systematically analyse progress data • Individual pupil progress meetings held and targets reviewed and reset if appropriate
Involving staff in the process of assessment and informing them of the outcomes	To support staff, we: • Provide training in assessment processes and appropriate software • Give feedback to individuals or groups through monitoring activities • Provide opportunities for staff to identify their own training needs through the appraisal process. • Hold pupil progress meetings to involve staff in the process of target setting, monitoring and setting challenge.
Sharing information about pupils' attainment	Information about individuals is restricted under our data protection policy to: • School staff on a need-to-know basis i.e. for the purpose of teaching • The receiving school when pupils leave • Professionals who work with the school in a multiagency capacity. • Sharing data requested by Local Authority & DfE.