

# Bethany School Assessment Framework

November 2021

## **Context** (...the circumstances that are relevant) **and Rationale** (...defining the fundamental reasons for an action)

As always, we first look at the way the Bible reveals information about evaluation, assessment and making judgements. In addition, as we develop our policy, we must make sure that the relevant distinctive characteristics of a Christian Family School are clearly maintained.

*This is what the LORD says: Let not the wise man boast of his wisdom or the strong man boast of his strength or the rich man boast of his riches, but let him who boasts boast about this: that he understands and knows me, that I am the LORD, who exercises kindness, justice and righteousness on the earth, for in these I delight, declares the LORD.*

*Jeremiah 9: 23-24*

The defining attributes of Christ's Kingdom are righteousness, justice and peace (Isaiah 9: 7) and at the heart of the good news of the gospel is God's kind plan to save His people from the 'judgement to come' (Acts 24:25, also sheep/goats, wheat/tares). The danger of making judgements based only on human ideas about what is important is discussed in Romans 14. In this passage, God sets the **tone** for how we should make comparisons between one another:

**'For the kingdom of God is not a matter of eating and drinking** (or any other activity that involves knowledge, skills, understanding, application and wisdom, in a moral and spiritual framework), **but of righteousness, peace and joy in the Holy Spirit, because anyone who serves Christ in this way is pleasing to God and approved by men.'**

*Romans 14: 17-18*

**'Let us therefore make every effort to do what leads to peace and mutual edification. Do not destroy the work of God for the sake of food ..** (or any other activity that involves knowledge, skills, understanding, application and wisdom, in a moral and spiritual framework).'

*Romans 14: 19-20*

## **Peace and Building Up**

At Bethany School we will always try to make the way we evaluate and assess reflect the patterns of love, kindness and grace that God demonstrates to us in giving the Lord Jesus Christ to be the 'way, the truth and the life' (John 14: 6). We need to be clear about the relative value of the things we are assessing. This means that our priority is to ensure that the pupils know what we think is important (**'peace' and 'building up'**) and know what we think about their progress and achievements. It is important that the pupils (and parents) understand and are comfortable with our assessment and that they can use the available resources (inner, personal, and external) to continue to make progress towards fulfilling their true potential.

<b>Teachable Spirit (child) + Nurture (parent) + Best Practice (teacher) = Potential Achieved</b>
---

The equation, if accepted by pupils, parents and teachers will take much of the anxiety out of assessment. The feeling of 'being behind' can be a crushing pressure whereas an acknowledgement of 'where you're at' and 'where it is possible to be' is liberating and can bring peace to the heart of a pupil. A pupils' heart attitude / inner motivation, can be difficult to affect,

but children and young people will believe in, trust and follow their parents (and inspiring teachers) who they know really care for them.

God looks on the **heart**.

***Above all else, guard your heart, for it is the wellspring of life.** Proverbs 4: 23*

Our actions and achievements are as much a product of our **attitude** as our ability.

What was God's evaluation of Adam and Eve's work – the covering of fig leaves sewn together? (Genesis 3: 7-13)

That covers you up really well.  
You've used an inappropriate material.  
I know sewing isn't your thing but you've worked so hard on it.  
You must have spent all night on this – well done!  
...No!

***Then the LORD God said to the woman, "What is this you have done?"***  
(Genesis 3:13)

God evaluated the **heart!** Adam and Eve found that their work, beautiful as it might well have been, was unacceptable. Adam's work, our work, and the pupil's work has a moral and spiritual dimension and God assesses the motives more than the outcome.

**The law of God written on our hearts**

Thankfully, God understood our ability to mess up and had plans to help us. Patriarchs, Priests, Judges, Prophets, Kings and the Law were all used to reveal God's standards, to give the ability to conform, to explain the blessings of obedience and to warn of the folly of disobedience. In God's plan, these things act as our teacher and are put in charge in order to lead us to faith in Jesus (Galatians 3: 24). Saving faith brings a change of heart, we become a new creation and our natural tendencies alter so that our desire is to please God in whatever we do. God's plan is fully expressed through the Lord Jesus Christ and revealed authoritatively in the Bible. By faith, we can live and work so that our lives and our work will speak of the glory of God!

*'...whether you eat or drink or whatever you do, do it all for the glory of God.'*

*1 Corinthians 10:31*

***And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is the good and acceptable and perfect will of God.***

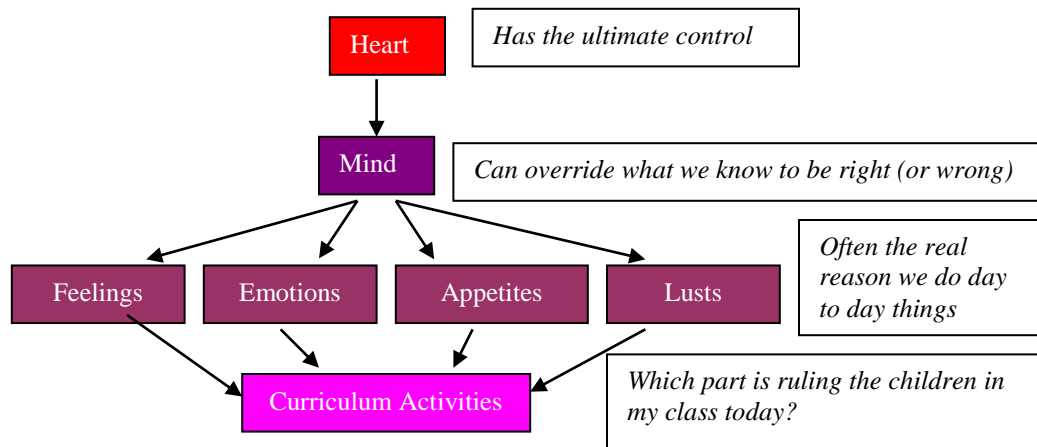
*Romans 12: 1-2*

Our **hearts** set our direction but the **mind** (not the feelings, emotions, appetites or lusts) is the ruling part of us that can transform the rest. The mind will ensure that the motivating desires of our heart are fulfilled. Our desires are usually self centred and are developed as a result of our nature, nurture, environment and education. Teaching and curriculum moulds minds and therefore gives a tremendous responsibility to the teacher and curriculum planner.

Our children are not passive during childhood; they soon develop a strong will. We will not be perfect parents or perfect teachers and we have to consider how to deal with the central issues:

## 1. Our child and his relationship to God

## 2. Our child and the shaping influences of life



**Search me, O God, and know my heart; test me and know my anxious thoughts. See ..., and lead**

*Psalms 139: 23-24*

### **Knowledge, Understanding and Wisdom**

As parents we recognise our duty to bring up our children in the nurture and admonition of the Lord (Ephesians 6: 4) and that knowledge, wisdom and understanding are especially valued by God (Proverbs ch. 1-5). At Bethany School teachers support parents in that duty and incorporate these concepts into their planning and assessment.

- Knowledge:** Have the pupils made progress in their learning and are they able to recall what I have taught them?
- Understanding:** Can the pupils use, transfer or apply their knowledge in a different situation?
- Wisdom:** Do the pupils demonstrate appropriate and empathetic use of knowledge and understanding to evaluate and resolve dilemmas and to form and inform judgements with true spiritual discernment?

Jesus taught that the most important things for us to achieve are to, ***‘Love the Lord your God with all your heart and with all your soul and with all your mind’*** and to ***‘love your neighbour as yourself’***. The ultimate aim of education is to know God better and use that knowledge (in the whole curriculum) for the benefit of others. In the letter to the Colossian church, Paul links these ideas by praying and asking that God would, ***‘fill you with the knowledge of his will through all spiritual wisdom and understanding. And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God, ...’***.

This Context and Rationale represent the principles the school will use to assess a pupils progress through the school.

- peace and building up
- addressing the heart
- seeking wisdom

### **Bethany School Norms** (See Appendix 2)

The heart attitudes that we seek to promote can be detected through the Bethany School Norms.

Tidiness, damage and waste

Politeness, good manners, truth

Quiet, gentle and calm

Preparation, work and rest

Willingly conforming

### **Independent School Standards**

#### **Part 1 Quality of Education Provided**

**3g teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress**

**4 The standard in this paragraph is met where the proprietor ensure that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.**

**The Bethany School Assessment Framework is part of our plan to reveal to the pupils:**

- our judgement of how they fulfil the Bethany School norms
- our judgement of their abilities based on observations of their work.
- the standards they are expected to achieve in the work we set.
- the strategies they should employ as explained during class teaching and individual feedback.
- the joys of achievement and how to react to, and cope with, success.
- the consequences of under achievement and missing personal targets (immediate, future and eternal).
- our judgement of their academic ability broadly related to national norms based on our understanding of national standards.

## **The Policy should take into account:**

- Heart attitude and mental attitude are crucial.  
*A pupils' desire to engage in education as seen in their Obedience, Faithfulness, Teachability, Stewardship and Perseverance.*
- Younger children can make progress at significantly different rates.  
*Looking for developmental issues and 'filling gaps'.*
- Year groups tend to even out with individuals having bursts of more rapid progress.  
*Teaching is adapted to the needs of all learners.*
- Most pupils don't always make the same progress in different areas.  
*Pupils should be encouraged to be thankful for their strengths and encouraged to pray and work in areas of weakness. Ability in English, particularly reading gives access to all areas of the curriculum and needs to be sought as a priority.*
- A few pupils are generally good across many curriculum subjects or generally weak across many curriculum subjects.  
*Both of these groups need particular attention to ensure their needs are met.*
- Pupils will generally work harder on the things they like.  
*Weaknesses can be compounded.*
- There is the potential for different needs for girls and boys.  
*Different learning styles or interests can be related to gender. Different interests need to be catered for.*
- The attainment and progress of children with SEND, PLAC and EAL need to be monitored closely to ensure that these children have the same opportunities to succeed as other children.
- Small class sizes, 4-16 age range, small number of teachers, makes formative assessments detailed and routine and reduces the need for more formal assessments.
- Strong parental choice for assessment on an individual basis by reference to the school's own aims rather than assessment against national norms (until KS4)

## **The School will:**

1. Make available to parents, each term, the class/subject curriculum plan
2. Produce a class homework timetable

## **Class / Subject teachers will:**

1. Define the Key Learning Objectives for each unit of work, emphasising not only knowledge, skills and understanding but incorporating biblical worldview / Topic Context and Bethany School norms.

2. Give regular informal oral feedback to individual children and to the class. (see Appendix 1)  
*We will continue to prioritise the joy of learning and good learning relationships rather than the obsessive collection of evidence or clinical observations.*
3. Give informal feedback to parents about their child's progress and respond to requests for feedback from parents.
4. Use learning objectives to construct unit assessment tasks.

*All staff will build into their Curriculum Plans one or more unit tasks which involves the application of a clearly specified selection of skills/knowledge/understanding, which will give us some information about how well the student is learning and how effective our teaching has been.*

*Staff will use the Key Learning Objectives for their subjects. Appropriate Key Learning Objectives will be selected for each Topic and will include objectives that reflect the Christian world view, extracted from the Topic Context and Bethany Norms. These add the 'wisdom' element that we prize.*

*The Assessment Tasks will be marked and each term teachers will make a judgement against the child's range on the **Individual Pupil Profile** and enter either AE, OT, BE.*

*Bethany School emphasises the importance of how students work and the development of godly attitudes/values. We don't want assessment targets derived from the NC key objectives to dominate but to be a low-key influence on our planning. Again, we want to emphasise process above product.*

5. Use learning objectives as a checklist and transition record

*The unit tasks' learning objectives and success criteria will be shared with the children at least before they start an assessment. This should be a means of focusing their efforts. Teachers will share the learning objectives and success criteria before the unit of work is started and each lesson will have specific learning objectives.*

AE	above expectation
OT	on target
BE	below expectation

*Other staff may fill a checklist in after the unit assessment task, which will be analysed to identify the objectives assessed by the task.*

6. Involve children in assessment

*In order to share assessment with children, we will give the children feedback together with oral feedback about what the symbol means and motivating comments.*

7. Use assessment tasks as a basis for target setting

*Teachers should keep records where there are concerns about progress.*

*Where appropriate keep records of marks, scores, observations, homework, attitudes to work etc throughout the term.*

8. Complete an Annual Norms Report to send out to parents, assessing how each child achieves against the Bethany School norms.

9. Invite parents in to meet with teachers to discuss their child's progress.

*In the Primary Department parents are invited in termly to discuss progress and Pupil Profiles. In the Senior Department, parents are invited in following the Norms Report, and welcomed to contact individual teachers at any point to discuss progress.*

10. Particularly monitor the progress and attainment of SEND, EAL and PLAC children to ensure that they have full opportunities to reach their potential as with all children.

## **Providing evidence of assessment**

Evidence for the assessment policy will be:

- Whole school written assessment framework
- Each assessment task's learning objectives and success criteria set out according to Bethany's assessment framework.
- Most recent examples of on-going work (exercises) or assessment tasks to be available
- Mark books – mainly classroom management record but some show character and attitude to learning and others show qualitative assessments against learning objectives.
- Bethany School Norms Summary Sheet, Annual Report Card (Sent to parents at the end of each school year)
- Individual Pupil Profiles
- In EYFS online learning journeys are kept using Tapestry, and these are shared with parents online. End of year EYFS profiles are completed and submitted to the Local Authority.
- GCSE results

## **Evaluation, Assessment, Progress, Testing and Reporting**

We recognise the following as effective assessment methods and we will continue to monitor current themes, ideas and theories in assessment.

Qualitative\*                      observations and descriptions

Quantitative                      standardised scores, percentages, reading age, bell curves

Criterion Related*	end of unit tests in a specific area of study
Formative*	part of learning process, includes regular feedback and targets
Summative*	internal tests / examinations at the end of the Topic
Norm Referenced	comparison with national averages, enables patterns or trends to be recorded
Diagnostic Tests	detailed analysis of strengths and weaknesses against developmental norms
Mastery Tests*	often memory work such as spellings, number bonds or French vocabulary
Multiple Intelligences	linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, intrapersonal, naturalistic

\* Assessment methods at Bethany School (at EYFS and GCSE additional methods are used)

We are committed to helping all pupils to make progress throughout their time in Bethany School and to become the best they can be.

‘... he will be a vessel for honour, sanctified, and useful for the Master, prepared for every good work.’ **(2 Timothy 2:20)**

In Bethany School the primary purpose of our work is discipleship. We are providing an environment where godly wisdom, Christian values and biblical ways of living are vitally important. These elements are not as easily assessed as knowledge or understanding and are spiritually discerned. We are identifying where God’s fingerprints are working on a child’s life, how His hands are moving and what He is forming. How is the child responding? Are there signs of growth, both spiritual and intellectual? We are looking for *evidence* of receptivity, of development and change.

Policy approved and adopted by Governors on:	8.11.21
Policy due for review:	November 2024



## Bethany School Marking and Feedback Policy

*‘Teachers and parents are like potters under God’s direction who are used to apply pressure; indentations, engravings and designs helping to create the ultimate shape and design of the pot’*

This policy reflects the standards, techniques and practices used in our school and its implementation is the responsibility of all staff. It aims to give a clear and consistent procedure to encourage and develop high self esteem and enable pupils to be successful learners by not only celebrating good work but identifying positive ways forward to improve their work as well as involve them in their learning. It also contributes to the assessment of children’s work, to enable teachers to plan lessons that meet the needs of the all learners and to ensure that staff have high expectations and that children are aware of what is expected of them.

In Bethany School there are a variety of ways in which feedback is given to the pupils. Types of feedback will include:

- ◆ Marking presentation of work (eg. spelling, punctuation and grammar)
- ◆ Acknowledgement marking (work done but not graded)
- ◆ Oral feedback given to class or individually
- ◆ Peer (class or group) marking
- ◆ Written feedback from the teacher which may include grading, comments, corrections, targets, etc.

### Years 7 to 11

- All pupils must write in blue or black ink or pencil
- Peer marking will be done in purple pen provided by school
- Staff will mark in any other colour
- Oral feedback will be noted with a stamp and pupils are expected to record relevant comments
- Homework and some classwork will generally be graded using the school assessment criteria of *AE*, *OT* and *BE* (Y7-9) and targets given where appropriate to enable further progress.
- A coversheet will be added to end of term assessments (see appendix 3) to give the pupil an opportunity to reflect and respond to their result (Y7-9).

### Years Reception to Y6

- Oral feedback will be noted with a stamp / the letters *vf* to denote verbal feedback given
- EYFS will be monitored holistically using EYFSP
- Learning objectives will be displayed, and marking will be against these. A tick denotes that the objective has been achieved, *e* denotes that children are still emerging in their understanding/skills in this area, *I* denotes that work was done independently, and *s* denotes that pupils had support to complete this work.
- Assessments will be graded using the school assessment criteria of *AE*, *OT* and *BE* against their current range.

## Bethany School Norms

### Quiet, Gentle and Calm

- Inside the building we should be quiet, gentle and calm. At times there will be no talking (e.g. during lessons) Settling-down at the start of the day and at the start (or end) of any activity (prayers, lessons, lunch) should be automatic. Teachers should enter a room and the children become quiet, looking for the start of the lesson. The teacher will acknowledge this response. A teacher or parent should not have to struggle to get any group to settle down before a lesson/activity begins. There will be times when conversation is encouraged and the adult who is in charge will announce these times. Movement around the school must not be rowdy.

### Politeness, Good Manners and Truth

- A high degree of politeness is expected. For example, speaking to adults, using their names, with a tone, manner and demeanour, which shows respect. Deceit, arguing and off-hand comments are considered disrespectful. *Please* and *thank you* can never be worn out. Pupils should be polite to one another.
- Movement around school, eating, drinking, uses of language in social situations should be orderly and pleasant. Street culture or television culture is not our norm. Facial expressions and gestures should not be harsh, rude or cruel.
- Telling the truth – it is expected that children (and adults) will tell the truth.

### Preparation, Work and Rest

- Having all the necessary equipment and work for every lesson. These materials need to be in the right place at the right time.
- Having a teachable spirit enhanced by determined effort, a conscientious approach and a desire for improvement. Homework done on time and to an appropriate standard.
- Wholesome activity, good clean fun, which is not at the expense of others. Sports, crafts, games, reading, conversation. Younger children should be influenced for good.

### Tidiness, Damage and Wastefulness

- Desks should be tidy and correctly aligned. Litter and waste placed correctly in the waste bins. Damage to property is considered unacceptable.
- Being deliberately wasteful, causing damage or misusing materials and equipment is unacceptable.

### Willingly conforming

Aiming to conform because it is right. Desiring success and being disappointed with failure. Obedience to legitimate authority, correctly exercised – ‘without challenge, without excuse and without delay’.

Appendix 3

Assessment cover sheet

<b>Assessment Subject:</b>		<b>Date:</b>
<b>Pupil name:</b>	<b>Pupil range:</b>	<b>Assessment level:</b> <b>BE / OT / AE</b>
<b>Teacher comment:</b>		
<b>Three things I did well on:</b> <ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>		
<b>Something I need to work on:</b>		
<b>BE Below Expectations ~ OT On Target ~ AE Above expectations</b>		