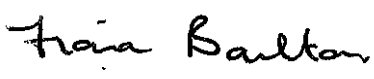




Assessment Policy

Approved by Governors:	30 th March 2022
Signed	 Fiona Boulton, Chair of Governors
For review:	September 2023
School website:	✓

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Baldwins Gate CE Primary School

Assessment Policy

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Principles of assessment

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014. At Baldwins Gate School we use DfE Assessment Principles to underpin our assessment system. The principles are:

- Give reliable information to parents about how their child and their child's school is performing.
- Help drive improvement for pupils and teachers.
- Make sure the school is keeping up with external best practice and innovation.

3. Assessment reasoning and approach

At Baldwins Gate we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.
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Types of formative assessment that might be used across the school are observations, questioning, verbal feedback, self and peer assessment, and marking.

This type of assessment enables teachers to make in lesson judgements of pupils' knowledge, skills or understanding of current teaching. Teachers can consider points like if there are any gaps or misconceptions that might need revisiting in the lesson or at the start of the next lesson, adapting teaching to help pupils' learning or pupils are engaged with the learning.

Pupils use formative assessment in areas like demonstrating their understanding, what learning they are secure with, what they can do to rectify gaps or next steps to extend their learning.

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Governors** to monitor the performance of pupil cohorts and the school as a whole.
- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Types of in-school summative assessment that might be used across school are spelling or times table tests, phonic tests, end of unit tests or quizzes, end of term assessments for reading or maths, or assessments for pupils with special educational needs or disabilities to help with learning or reviews.

These types of assessments help give information on pupils learning over longer periods; from week to week, term to term, year to year, or over ongoing years as pupils progress through our school.

We use the NTS assessments for our termly assessments of reading and maths. Further to providing teachers data on longer progress they provide standardised and age-related expectations data and consistency of assessment across the school.

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **Governors** to monitor the performance of pupil cohorts and the school as a whole.
- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception.
- Phonics screening check in Year 1.
- Multiplication Tables Checks in Year 4.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

4. Collecting and using data

Some of the assessment data used in school is collected and recorded to allow the data to be used to help with analysis over time.

We use an online assessment tool (Classroom Monitor) for our main method of recording assessment. We use this to record pupils' progress against the National Curriculum. Other assessment data that may be used in school are written or electronic records of tests (such as spellings), IEPs (Individual Education Plans), Reading Age tests, Practice SATs papers or Phonics tests, or Predictions regarding probable SATs results.

Data may be shared with parties as stated in Section 4. Assessment data may also be shared with external agencies and partners (such as those schools organisations in which a pupil will receive the next stage of his/her education, or the Council, the DfE and Ofsted). This demonstrates that a school knows its pupils well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its pupils' future.

5. Reporting to parents

We understand the importance of communicating pupils' progress to parents, including the statutory needs, to keep parents up to date with their child's progress. The ways this will be achieved will include the following:

- Offering the opportunity for termly parents' evenings.
- Providing annual end of year reports in the second half of summer term which will include; how the pupil is performing against national expectations, brief particulars of achievements, detailing strengths and developmental needs, attendance information and results of any national curriculum assessments.
- IEP or EHCP review meetings for to discuss additionally supported or SEN pupils.
- PEP, PLAC or other specific meeting types.
- Offering additional, informal meetings, by appointment on the request of parents/carers or school staff as needed.

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high

expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

7. Training

A variety of training occurs for staff in relation to assessment, and may be either internal or external to school. The Headteacher is responsible for ensuring staff have access to CPD but staff also have the responsibility to request training or support when they are unsure.

Training may include but not be exclusive of:

- Use of the electronic assessment system, baseline phonics, assessment and moderation training (KS1 & KS2)

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

8.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

9. Monitoring

This policy will be reviewed every three years by the Head Teacher and SLT. At every review, the policy will be shared with the governing body.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed. They will monitor the effectiveness of assessment practices across the school through, for example:

- moderation, lesson observations, book scrutinies and/or pupil progress meetings.

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures

11. Assessment Types Year Overview

Start of Autumn Term	EYFS Baseline Reception phonics check Baseline testing of spelling, phonics and maths – KS1 Baseline testing of spelling, reading, maths – KS2 Yr6 SATs baseline testing
End of Autumn Term	NTS Assessments (Reading and Maths) – Year 1 to Year 6 R and Yr1 – phonics check
End of Spring Term	NTS Assessments (Reading and Maths) – Year 1 to Year 6 R and Yr1 – phonics check
End of Summer Term	EYFS Profile (Early Years Foundation Stage) NTS Assessments (Reading, SPAG and Maths) – Year 1 to Year 6 Statutory Phonics check– Year 1 (& some Year 2) Multiplication Tables Check (MTC) – Year 4 SATs – Year 2 and Year 6 Teacher English Assessment – Year 2 and 6