



Baines' Endowed Church of England Primary Academy

Assessment Policy

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

"With God, nothing is impossible" Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the 'impossible', we will teach, guide and nurture our community in the following twelve values:

generosity	compassion	courage	forgiveness
friendship	respect	thankfulness	trust
Perseverance	justice	service	truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

Intent

At Baines' we continuously assess children's learning in order to raise their attainment and maximise their progress in all areas of the curriculum. Assessment informs good teaching and learning, provides clear, accurate and up-to-date information for parents and can be used to track national standards and track pupils' progress over time. At Baines' we aim to be effective, assessment for learning must be fully embedded in the teaching and learning process and involve both teacher and pupil in reviewing and reflecting on the pupil's performance and progress.

Implementation

Assessment For Learning (AFL)

Assessment for Learning strategies are used by all teachers in their daily teaching. All children are aware of where they are in their learning and how they can improve this. All staff will aim to support pupils in achieving at least age related expectations and end of Key Stage levels of attainment.

Staff use the learning objective as a title for children's work; feedback links directly to the learning objective, so that children understand whether they have made progress with their learning on that specific objective. During and after the lesson, pupils will be provided with feedback in accordance with our feedback policy. Children are also involved in their own feedback through self and peer assessment.

Parents can expect work set for their child's is appropriate to their ability, the work is clearly explained to each pupil and their child's work will have feedback via either verbal or written feedback. Pupils will be supported with any misconceptions they may have and that they are involved in their own learning.

Assessing Pupils Progress and Attainment.

Reading, Writing and Maths and all the foundation subjects are assessed against the National Curriculum Statements using a programme called Sonar. Teachers highlight the key learning statements in reading, writing, maths and all foundation statements on Sonar in response to the pupils' success against the learning objectives in lessons.

At the end of each term, class teachers assess the pupils by providing them with an attainment level in reading, writing, EGPS (grammar, punctuation and spelling) and maths. This is entered into Sonar. Formal tests inform Teacher Assessment (TA). Each term children's progress and attainment in reading, writing, maths and all foundation subjects will be tracked for all pupils in KS1 and KS2; progress against the Early Learning Goals will be monitored and tracked for pupils in Reception; and EGPS attainment will be tracked for all pupils in Years 2-6.

At Baines' all key dates for summative assessment are documented each year on the assessment calendar. Pupils in EYFS are assessed on entry to school (Reception baseline assessment). At the end of KS1 children are provided with a teacher assessment from their overall performance in Year 1 and 2 against performance indicators, this will include the national assessment tests.

Pupils in Years 3, 4 and 5, will sit an Autumn, Spring, and End of Year series of assessment tests in Reading, Maths and EGPS. In Year 1 pupils will carry out assessment tests in Spring and Summer term.

Pupils in Year 1 complete the Phonics Screening Assessment in accordance with government guidance; any pupils who fail the assessment repeat it the following year when they're in Year 2. Pupils in Year 4 complete the multiplication tables check in accordance with government guidance.

At the end of Year 6, pupils sit the national end of KS2 SATs examinations in Reading, Maths and EGPS. In Year 6, previous SATs papers are sat termly to prepare the pupils for the end of primary school tests in May.

The results from all tests inform teacher assessment, which is recorded in the target tracker system and discussed at Pupil Progress Meeting termly. The outcomes of the tests are discussed with parents at parents evening in the Spring Term and reported in a written format in the summer term.

It is of vital importance that teacher assessment is accurate and provides enough detail for the next teacher to continue to teach the pupil, taking into consideration their current attainment and achievement. The results of the end of KS2 tests are also used in the transition from Year 6 to Year 7, to inform High Schools of pupils' achievement.

In order to ensure that teacher assessments are accurate, regular moderation is carried out within school. Standardisation meetings are held at regular intervals, so that staff may collaborate and discuss the requirements needed to attain any particular level.

At Pupil Progress Meetings, Senior Leaders randomly moderate the judgments made by teachers to ensure that teacher assessment matches the evidence of work in pupil's books, as well as the scores they achieve on tests.

Teachers within the first three years of the profession have their judgements moderated by a senior member of the teaching staff (UPS), this where possible is the year group partner, phase Leader or a member of the Senior Leadership Team.

Impact

The impact of this policy will be measured by all staff through the monitoring and evaluation of teaching and learning within our school. It is the responsibility of all staff to monitor and evaluate the feedback provision for our pupils.

Learning walks and Book Scrutiny

Throughout the year learning walks and book scrutinies are conducted to observe various aspects of the teaching practise in school. As part of this process the quality of Assessment For Learning (AFL) provided to the pupils will be monitored. There is a clear focus for each learning

walk and book scrutiny. Teachers are provided with feedback on good practice and any areas for development.

Lesson Observations

Teacher's Assessment For Learning (AFL) skills are monitored through observations. Although there is no grading system, teachers are provided with feedback and areas of development.

Pupil progress meetings

The progress and attainment of all children are discussed during termly Pupil Progress meetings. Discussions from these meetings will inform the teachers of strategies that can be used to improve pupil performance. AFL sheets will be points of discussion and used as evidence of pupil progress and attainment.

Review

This policy will be reviewed annually or as appropriate, by teachers and governors, in consultation with the Headteacher. Policy last updated November 2024.

The Assessment Policy at Baines Endowed C.E. Primary Academy will be reviewed and modified on a regular basis at least every two years.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet, adding the date and signing where indicated.

Name of person responsible for this policy: Mr Walton