**Assessment Policy**

**Blakehill Primary School**

****

**Together We Can**

**http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/school.jpg**

http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/1.jpg

SLT & Curriculum

|  |  |  |
| --- | --- | --- |
| Headteacher | Chair of Governors | Review Dates |
|  |  | Last Review: Sept 2024 |
| Lisa Keighley | Philip Cavalier-Lumley | Next Review: Sept 2025 |

# 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/carers

Clearly set out how and when assessment practice will be monitored and evaluated

# 2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

The recommendations in the [final report of the Commission on Assessment without Levels](https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report)

Statutory reporting requirements set out in the [Education (Pupil Information) (England) Regulations 2005: schedule 1](https://www.legislation.gov.uk/uksi/2005/1437/schedule/1)

[2024 assessment and reporting arrangements (phonics screening check)](https://www.gov.uk/government/publications/assessment-and-reporting-arrangements-phonics-screening-check/assessment-and-reporting-arrangements-phonics-screening-check)

[2024 key stage 2 assessment and reporting arrangements](https://www.gov.uk/government/publications/2024-key-stage-2-assessment-and-reporting-arrangements-ara/2024-key-stage-2-assessment-and-reporting-arrangements)

# 3. Assessment procedures

At Blakehill Primary School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 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/carers to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

At Blakehill, we regard formative assessment as an important element of assessment whereby the process of seeking and interpreting evidence for use by learners and their teachers to establish at what stage the learners are in their learning, where they need to go next and how best to get there [Assessment Reform Group, 2002]. This is used by our teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and tailor teaching accordingly.

**3.2 In-school summative assessment**

Effective in-school summative assessment enables:

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/carers to stay informed about the achievement, progress and wider outcomes of their child across a period

**3.3 Standardised summative assessment**

At Blakehill, summative assessment provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. Pupils in year 1 6 complete NFER summative assessments in English and Maths at the end of each half term.

Pupils in Year 6 complete half termly end of KS2 standardised tests. Pupils in Year 2 complete termly KS1 standardised assessment tests.

External standardised assessment is undertaken at the end of KS2 in the form of end of key stage assessments in Reading, Mathematics, and Grammar, Spelling and Punctuation (SATs). Ww continue to use the standardized testing at the end of KS1.

The statutory Reception Baseline Assessment (RBA) is completed by all eligible pupils on entry to school. This is completed during the first six weeks of a child starting in reception.

Pupils in year 1 complete the standardised phonics screening assessment in June annually and pupils in Year 4 complete the standardized multiplication table assessment.

Foundation subject assessments are completed at the end of each unit and are reported to parents annually

Data from all summative assessments are used by leaders and staff to track, monitor and evaluate individual and cohort pupil attainment and progress at the end of each teaching period/unit, topic, term or academic year. This also allows us to identify and address gaps in learning or underperformance.

The school actively participates in moderation and audit procedures to further validate their judgements and assessment procedures.

**3.4 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

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/carers to understand how pupils are performing in comparison with pupils nationally

Nationally standardised summative assessments include:

Reception Baseline Assessment

Early Years Foundation Stage (EYFS) profile at the end of reception

Phonics screening check in year 1

Year 4 multiplication test

National Curriculum tests and teacher assessments at the end of Key Stage (KS) 2 (year 6)

**4. Responsibility for the Policy and Procedure**

**Role of the Governing Body**

**The Governing Body has:**

* appointed a Curriculum Committee to be responsible for Assessment;
* delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
* responsibility for ensuring that the school complies with all equalities legislation;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents;
* responsibility for the effective implementation, monitoring and evaluation of this policy

**Role of the Headteacher**

**The Headteacher will:**

* ensure all school personnel, pupils and parents are aware of and comply with this policy;
* work closely with the Curriculum and Standards Committee;
* provide leadership and vision in respect of equality;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy;
* annually report to the Governing Body on the success and development of this policy

**Role of the Assessment Leader ( Helen Hall)**

**The leader will:**

* lead the development of this policy throughout the school;
* work closely with the Headteacher, SLT and Governing Body;
* work closely with the SENCO and Subject Coordinators;
* organise in-house training;
* provide guidance and support to all staff;
* keep up to date with new developments and resources;
* review and monitor;

**Role of the Curriculum Committee**

**The Committee will:**

* work closely with the Headteacher and the coordinator;
* ensure this policy and other linked policies are up to date;
* ensure that everyone connected with the school is aware of this policy;
* report to the Governing Body every term;

**Role of Teaching Staff**

Teachers are responsible for:

Following the assessment procedures outlined in this policy, including for effective marking and feedback

Creating and sharing clear mark schemes for the purposes of moderation

Being familiar with the standards for the subjects they teach

Keeping up to date with developments in assessment practice

using assessment to plan for the next stage of learning;

addressing gaps in pupil learning

providing information for record keeping;

report assessments to pupils, parents and school personnel;

attending related CPD

Providing next step marking and feedback (see Marking and Feedback Policy).

using assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

**Teachers will give written or verbal feedback which will:**

* be constructive;
* be centred on the qualities of the work;
* be linked to the learning objectives and learning outcomes;
* identify strengths and weaknesses;
* identify what the pupil needs to do to improve;

**Role of the Senior Leadership Team**

**The Senior Leadership Team will:**

* ensure assessment is a priority of the school’s development;
* provide resources to support this policy;
* monitor the performance of pupils at consultation meetings throughout the school year;
* monitor the progress and development of this policy;
* assess the impact of this policy
* ensure that the schools’ collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff

**Role of Pupils**

**Pupils will:**

* be aware of and comply with this policy;
* learn to take pride in their work;
* listen carefully to all instructions given by the teacher;
* ask for further help if they do not understand;
* participate fully in all lessons;
* participate in discussions concerning progress and attainment;
* be made aware of learning objectives;
* discuss what they have already experienced, know and understand;
* discuss and identify what they need to do to improve;
* self-assess their work;
* discuss their work with a peer
* hand in homework properly completed and on time;
* take part in questionnaires and surveys

**Role of Parents**

**Parents will:**

* be made aware of this policy;
* comply with this policy by:

-attending parent-teacher consultations  
-encouraging their child to undertake home learning tasks  
-being aware of their child’s targets  
-writing a response to their child’s annual report

* encourage effort and achievement;
* encourage completion of homework and return it to school;
* provide the right conditions for homework to take place;
* hand in homework on time;

**Pupil Records**

**All pupils have:**

* Attainment and progress tracking information in reading, writing and mathematics; phonics and GPS where appropriate and foundation subjects
* An individual writing portfolio

**5. Reporting to Parents**

Parents are informed of their child’s attainment and progress in the core subject areas 3x annually via 2x mid-term reports, 2x parent/teacher consultation evenings and 1x end of year report. Attainment and progress in foundation subjects are reported annually.

**6. Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines concerning equal opportunities.

# 7. Monitoring

This policy will be reviewed annually by the curriculum committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The Assessment Leader will monitor the effectiveness of assessment practices across the school, through:

Pupil work scrutiny, planning reviews, lesson visits, moderation, external reviews and pupil progress meetings.

**8. Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

# 9. Links with other policies

This assessment policy is linked to our:

Curriculum policy

Feedback policy

Teaching and learning policy