



Baslow St. Anne's Church of England Primary School



Growing healthy minds and hearts together
"Life in all its fullness"



Assessment Policy

Version	Date	Author	Minute Number	Reason for Change
1	Nov. 2014	M Clark		Updated to new assessment
2	Jan. 2017	M Clark		Updated to internal assessment system change
3	March 2019	M Clark		Updated with vision and values and changes to assessment formats
4	May 2021	M Clark	05/C&S/05/21	Reading records and diaries added

Chair of Governors:

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

Introduction

At Baslow St Anne's we believe that effective and rigorous assessment is at the heart of excellent teaching and learning. Based on our thorough knowledge of each pupil as an individual, lessons and activities are planned carefully to ensure that all children are able to make progress and enjoy their learning. We believe working closely with parents and carers by providing them with regular reports on their child's progress helps all children to achieve their potential and raises standards.

Aims

- To promote a positive attitude to learning by assessing, recording and sharing achievements.
- To use a range of assessments to enable teachers to plan the next steps in learning.
- To use methods of assessment that help children reflect on progress and set their own targets for development.
- To maintain purposeful, manageable records that are relevant and helpful to pupils, teachers and parents.
- To provide information for parents that enables them to monitor and support their child's learning

- To meet the statutory requirements for annual reporting of pupil progress as set out in Government guidance.
- To provide information that allows the Headteacher and governors to make an accurate self-evaluation of the effectiveness of the school.

Formative Assessment for teaching and learning

At Baslow the assessment of children is a continuous process, with ongoing assessment at the root of children's progression. A continuous process of review is made by class teachers and teaching assistants. In the light of this continuous review (AfL) future work is then planned or adapted as appropriate and next steps in learning are identified.

English

Speaking and Listening - ongoing assessment through observation and small group work, recording and the use of ICT.

Reading- Progress in reading and a record of books read is kept in the child's reading diary/class record. Comments on progress are written in the diary by teachers/teaching assistants and parents.

Reading skills are assessed through comprehension activities and guided reading using a range of tools in trial for assessing without levels. Lexia can be used as an ICT tool to assess, monitor and track pupils' attainment and ability.

Spelling - weekly tests are set using words at an appropriate level from the New National Curriculum for English. Alongside expected rules and spellings for a year group common mis-spellings from over the week are included.

Writing - Children's work is marked and assessed regularly. Teachers use the school marking code and 'Think Pink- Go Green' to show progress and outline areas for improvement.

Written comments are also made in line with current framework and we monitor progress against the end of year outcomes in accordance to emerging, expected or exceeding.

Self- assessment/peer assessment -Children are encouraged to use their targets to assess and evaluate their own writing or work with a partner to evaluate each other's work.

Maths

Teachers use a range of materials to assess units of work and key objectives and outcomes prior to and after teaching and record progress on specific objectives.

Mental Maths - a test is given from Year 3 onwards

Tables tests-regular assessments are made to assess children's knowledge and recall of multiplication tables.

Science

Children are observed when they are working individually or in groups. Teachers make assessments of progress through discussions and marking of written work.

Foundation Subjects

Children are assessed against the key objectives/intentions and outcomes and records are kept in the teacher's mark book where appropriate and in children's own books.

Cameras, audio and IT equipment can be used to record children's progress and provide evidence for assessment. At the end of the year the children will be assessed as to whether they are emerging, expected or exceeding in a particular area and this information is shared with the next class teacher to ensure planning, teaching and learning moves on from where the children are at.

Summative Assessment

Formal tests are administered during assessment weeks in reading, writing, **SPaG** and maths using a **test (or for writing a given focus)**. These tests are used to assess progress towards milestones and end of year targets and plan for interventions as required.

In Year 2 the children undertake more formal assessments in May in line with national requirements, in order to inform teacher assessment.

Year 6 take the statutory SAT tests in May in English (reading and SPaG) and mathematics. Writing and Science are assessed through teacher assessment; writing can be externally moderated.

Year Group	Formal Assessment
Reception	Foundation Stage Profile/ELG/GLD
Year 1	Teacher assessment
Year 2	Key Stage 1 SATs/ Teacher Assessment
Year 3	Summative and Formative Teacher Assessment
Year 4	Summative and Formative Teacher Assessment
Year 5	Summative and Formative Teacher Assessment
Year 6	Key Stage 2 SATs /Teacher Assessment

Reading (Salford)/Maths (Sandwell) Tests

Reading Tests are administered where appropriate to track reading progress and standardized/reading ages.

Spelling assessments can be made weekly with the words set based on the New National Curriculum outcomes for each year group and form part of the overall English assessment.

Assessment of writing

Writing is regularly assessed through their 'Writing Journey' book and other materials. At least one piece of writing each term will be assessed and in house moderation alongside cluster and external moderation will take place, in order to more formally track progress in writing.

EYFS

When starting in the Reception class, each child is assessed on a range of skills, understanding and knowledge, using the 'EYFS Profile'. Assessments from the child's previous setting are also taken into account before baseline score is given.

Throughout their Reception year children are continually assessed, when working individually or in groups, through observations made by the class teacher and teaching assistant. A record of progress and achievement is kept on their individual EYFS profile. During the final term in Reception, the EYFS Profile is completed for each child. The Profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile includes on-going observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting expected levels of development (GLD), or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1.

Assessment and Cohort Tracking

Teachers continuously assess for learning and keep information in their mark books, planning or assessment sheets. This transferred to data overview sheet which is discussed at monitoring meetings and the information and data is collated and shared with the Governors.

Results are discussed with the receiving teacher at a liaison/transition meeting in July- Individuals and groups are discussed in detail.

SEN and vulnerable groups eg; Pupil Premium

Detailed assessments and records are kept for children with any SEN and vulnerable groups...

Children with specific learning difficulties have an IEP (Individual Education Plan) which contains SMART targets, monitored by the SEN coordinator to allow careful monitoring of their progress.

Reporting to Parents

An annual written report is provided for parents, at the end of the academic year, giving detailed assessment of children's progress and achievements across the whole curriculum; including their personal and social development and attitudes to learning.

The annual report also highlights any special contributions to the school or achievements (e.g. in sport, music or drama etc). It also suggests targets for the child to develop further and includes an opportunity for pupils to reflect on their own achievements and set themselves targets for the following year.

In addition to the formal report parents are invited to attend two consultation evenings at school to discuss their child's progress, the first in Term 1 and the second in Term 4.

In addition close links are maintained with parents throughout the year and parents are welcome at any time to discuss their child's progress- this includes our 'open door' which is run on a weekly basis.

Review M Clark

November 2014

Reviewed: January 2017

Reviewed: March 2019

Reviewed: May 2021