



BALDWINS HILL SCHOOL ASSESSMENT POLICY

Review Date: March 2027
Agreed by Governors: March 2026

Baldwins Hill Primary School – ASSESSMENT POLICY

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to: -

- make clear our vision of the role of assessment as part of teaching and learning in Everychild Trust Academy
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of Assessment

All assessment should:

- ◆ enable individual pupils to make progress in their learning
- ◆ relate to shared learning objectives
- ◆ be underpinned by confidence that every child can improve
- ◆ help all pupils to demonstrate what they know, understand and are able to do
- ◆ include reliable judgements about how learners are performing, related, where appropriate, to national standards
- ◆ involve both teacher and pupils reviewing and reflecting upon assessment information
- ◆ provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- ◆ enable teachers to plan more effectively
- ◆ provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels
- ◆ enable parents to be involved in their child's progress

Roles & Responsibilities

Teachers are responsible for:

- Individual pupil assessment which will be recorded on the Arbor Formative Tracking Markbooks at least weekly for Years 1-6 (**Appendix 1**)
- Carrying out formative (**Appendix 2**) and summative (**Appendix 3**) assessments with individual pupils, small groups and whole classes.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups, such as vulnerable and underachieving pupils.
- Sharing these outcomes with pupils where appropriate, as part of an ongoing dialogue with pupils about their learning progress. Opportunities for this are planned for Family Learning Conferences.
- Sharing outcomes with parents/carers at Family Learning Conferences and in each pupil's Termly Report Card and End of Year Report.

Subject Champions are responsible for:

- Ensuring all staff are familiar with the Assessment Policy, practice and guidance for their particular subject
- Ensuring that teachers are carrying out assessments of individual pupils, recording and sharing them with parents and the Assessment Leader, where appropriate
- Monitoring standards in their subjects according to assessment criteria set out in the National Curriculum.

The Headteacher/Assessment Leader is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups (Arbor tracking system)
- Summative assessment tasks are carried out and that the resultant data is collated centrally and recorded on Arbor
- All staff are familiar with current Assessment policy and practice
- Pupil progress and attainment are analysed, including individual pupils and specific pupil groups
- Standards are monitored in core and foundation subjects
- Pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment are identified
- Key actions to address underachievement of individuals and groups are prioritised
- They report to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

The Headteacher and SENDCo are jointly responsible for:

- Holding teachers to account for the progress of individual pupils at termly pupil progress meetings.

Monitoring, Moderation and Evaluation

The Assessment Leader will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

In Years 1 - 6, the expectation for an individual pupil is that the pupil will achieve a **secure** depth of understanding against the end of year expectations.

- Reflect in every PPA session, e.g. 5 minutes to reflect on how pupils have performed against the **Achievement Statements**. This process is of paramount importance as this is an ongoing moderation process.
 - **Foundation** statements:
 - Below – accurate
 - Secure – accurate and quick
 - Greater depth – applied in other contexts
 - **Conceptual** statements:
 - Beginning – can be completed with support from someone else
 - Secure – can be completed independently
 - Greater depth – can support someone else in understanding the concept

Depth	Summary	Foundational Learning Guidance	Conceptual Learning Guidance
Not Yet Achieved	The learner was engaged in the learning, but did not demonstrate any understanding of the intended outcome.		
Beginning Depth	The learner was engaged with the learning and showed a basic depth of understanding	<i>I am Accurate</i> The learner completes the task accurately, but not with an expected level of speed.	<i>With Support</i> The learner could demonstrate understanding with scaffolded support from a teacher or peer.
Secure Depth	The learner was engaged and showed the expected depth of understanding	<i>I am quick</i> The learner completes tasks with both accuracy and appropriate speed.	<i>By myself</i> The learner demonstrates their understanding successfully and independently.
Greater Depth	The learner was engaged and showed a deep understanding	<i>I can apply it</i> The learner recognises that a task requires a piece of foundational knowledge to complete it and uses that foundational knowledge accurately and quickly.	<i>Supporting someone else</i> The learner understands the concept deeply enough to accurately explain the process of learning to another person and accurately support them to achieve at least a beginning depth of understanding

- **EYFS** teachers will complete the Statutory Early Years Baseline assessment with each pupil within the first 6 weeks of them joining the school. Teachers will also complete an internal baseline for each area of learning and record on Arbor. Teachers will plan and assess using Non-statutory curriculum guidance for the Early Years Foundation Stage, Development Matters, and ongoing assessments will be recorded of the pupils in their learning journal (e.g. Tapestry).

In line with the Assessment and Reporting Arrangements, Early Years staff will complete the Early Years Foundation Stage profile for each child in the summer term and share this information with Year 1 colleagues to support transition, and report to parents. Teachers will moderate their judgements across the Academy Trust.

- **Year 1** - Will complete the Phonics Screening check in the summer term. Results will be submitted to the LA and reported to parents with the End of Year Report. Children who do not meet the threshold will repeat the Phonics Screening Check in Year 2.
- **Year 4** – Will complete the Multiplication Tables Check in the summer term. Results will be submitted to the LA and reported to parents with the End of Year Report.
- **Year 6** Writing assessments are moderated every four years by the LA.
- There are opportunities for writing to be moderated across the East Grinstead Group of Schools (EGGS) triads and the Prime Areas in EYFS.
- Trust-wide moderation for writing against the Growing Great Writers Framework occurs termly for all year groups.
- New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.
- In the Summer term, EYFS and KS1 moderate across the Trust to ensure robust end of key stage judgements. As part of this process, Year 2 children will complete the optional KS1 SATs tests.

Guide to good practice: Arbor

Recording on Arbor - Years 1 - 6

- At the **beginning of a PPA session**, have a **5 minute reflection** to gauge how learners have performed against the Achievement Statements over the last week/two weeks e.g.
 - What judgement have you given learner A, learner B?
beginning = accurate, secure = accurate and quick, greater depth = applied in other contexts
(You do not need to reflect on every learner. The reflection is to aid adaptation of planning.)
 - What **evidence** do you have for the judgement you have given the learner?
 - E.g. If secure, can the learner demonstrate the skill with speed and accuracy? Do they have **automaticity**? Are they **errorless**?
- **Record assessments** of your learners on the Arbor Formative Tracking Markbooks
- Your Arbor Formative Markbooks should drive your decisions in what you **plan next** for your learners.
- Regular opportunities to meet with colleagues and other practitioners to moderate their outcomes in books and to ensure that assessment feeds into planning.

What is in it for you?

- It identifies the coverage of the curriculum and therefore it focuses your teaching on your learners' needs e.g. it will show gaps in their learning
- Meaningful data for next year. This is why the reflections in your PPA sessions are of paramount importance as this is an ongoing moderation process.

Formative Assessment/Assessment For Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task and why they are learning this now.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Success criteria: Ensure the pupils have a success criteria to use in each session	Ensure pupils co-construct the success criteria so they have ownership of it. These success steps will enable them to be a more independent learner and therefore be successful in their learning.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective/success criteria (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.	Tracks progress diagnostically, informs the pupil of successes and areas of improvement and provides clear strategies for improvement.
Pupil targets: Ensure pupils refer back to previous Family Learning Agreement targets.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teachers informed of individual needs; provides a full record of progress.
Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

In 1998, Paul Black and Dylan William (University of London) were commissioned to find out whether or not **'formative' assessment** could be shown to raise levels of attainment. The key findings of their research were:

'Improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils;
- the need for pupils to be able to assess themselves and understand how to improve.'

In practice this translates to:

- sharing learning objectives
- defining success criteria
- appropriate questioning
- self- and peer evaluation
- effective feedback
- raising children's self-esteem.

Summative Assessment

What is it?

This is ‘snapshot’ testing which establishes what a child CAN do at a given time.

Strategy	Purpose
<p>Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage 2. At the end of Reception, pupils are assessed against the Early Learning Goals.</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against which to compare pupil’s performance. To support transition conversations.</p>
<p>Phonics Screening Check: Pupils are statutorily assessed in Year 1 on their phonics knowledge. This is a one-to-one activity with the class teacher in which the pupils read a variety of real and pseudonym words. Pupils who do not pass the Phonics Screening Check in Year 1 are required to repeat the assessment in Year 2.</p>	<p>To provide the school with an attainment score for pupils in phonics. This enables teachers to provide specific interventions for pupils moving into Year 2 and Year 3 to ensure phonetic knowledge is secure.</p>
<p>Multiplication Tables Check (MTC): Pupils are statutorily assessed in Year 4 on their multiplication tables knowledge. This is an online assessment in which pupils are assessed for accuracy and speed in the recall of multiplication facts.</p>	<p>To provide the school with an attainment score for pupils in multiplication tables. This enables teachers to provide specific interventions for pupils moving into Year 5 to ensure these key facts are secure.</p>
<p>National Non-Statutory Tests: Commercially Produced Tests (e.g. NFER/NTS): Externally produced tests, purchased by schools, to be voluntarily administered.</p>	<p>To provide an opportunity for schools to keep track of pupils’ progress and teachers’ expectations, and to enable schools to monitor progress through summative means at different points in the key stage.</p>
<p>Early Years Statutory RBA: Reception Baseline Assessment: To be completed with each individual pupil within the first 6 weeks of them starting school. The reception baseline is an age-appropriate assessment of mathematics and literacy, communication and language (LCL) that is delivered in English. This is an online assessment completed 1:1.</p>	<p>To provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created. *School do not have access to children’s scores as these are sent directly to the DFE.</p>
<p>Teacher assessments made at the beginning of Early Years (within first 6 weeks) for the 7 areas of learning, using the assessment strands in Development Matters, Non-statutory curriculum guidance for the Early Years Foundation Stage. (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7_534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)</p>	<p>To establish pupils’ starting point as they begin school, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Early Years Termly Assessments Teachers will complete a summative judgement which is entered onto Arbor. Teachers use Development Matters to assess pupils using a best fit model to assess whether a pupil is on track to meet end of year expectations.</p>	<p>To identify areas of strength and development for individual pupils and cohorts of pupils. Schools use these to track attainment and monitor progress during the year.</p>

<p>Termly Teacher Assessments Year 1-6: Teachers use formative tracking and ongoing assessments to ascertain whether a pupil is 'on track' to meet end of year expectations (see above table in section: Monitoring, Moderation & Evaluation)</p>	<p>Schools use these to track attainment and monitor progress during the year.</p>
<p>End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of Y1, 2, 3, 4, 5 and 6. The Arbor tracking system will provide the information. SHARED DEFINITION: WTS: working within the year group but not on track for ARE BLW: working below the year group PKS: working at pre-key stage and reported at the end of the Key Stage- years 2 and 6.</p>	<p>To provide information to parents and carers and to the next year's teaching team.</p>
<p>Class Assessments: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).</p>	<p>To improve pupils' skills and establish what they have remembered or learnt so far</p>
<p>End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide if a pupil is working below/at expected/at expected with greater depth in national expectations.</p>	<p>To provide information to parents and carers and next phases of education.</p>

Statutory Assessment Arrangements from LA

Year	Event	Frequency
EYFSP	RBA: Reception Baseline assessment	
	Early Years Foundation Stage profile	Schools are advised to moderate internally and within locality.
Year 1	Phonics Screening Check monitoring	10-15% of schools every year
Year 6	KS 2 assessment and moderation training for Year 6 teachers	Annually
	KS 2 moderation briefing and visit	Every four years
	KS 2 NC tests monitoring visit	10-15% of schools every year

The timescales show the minimum for each cycle.

Moderation and monitoring visits may be more frequent due to changes in individual school circumstances.

Sharing assessments with Parents

At Baldwins Hill Primary School, our aim is to give a complete and thorough picture of each child's overall achievement including areas they need to develop and to offer advice on the way forward. Reports and Family Learning Conferences are a crucial point of contact with parents. These will include current attainment including outcomes of any nationally standardised assessments.

Parents at Baldwins Hill will receive the opportunity to attend Family Learning Conferences in autumn and spring terms to discuss the child's learning and set a target for the child to focus on in school and at home.

We also have regular discussions with parents as and when needed to keep parents up to date.

At the end of autumn and spring term, a one page report card will be electronically sent to parents using Arbor, sharing with parents, attitudes to learning in all subjects covered that term and with assessment outcomes for each subject covered.

At the end of the summer term all parents will receive a more detailed full end of year report again using Arbor this time with characteristics in learning, a Head's comment along with end of year data, attitudes to learning and attendance. Phonics screening check, multiplication times table tests and KS2 SATS data will also be included.

Attitude to Learning

1	Excellent	Your child always shows an enthusiastic attitude to learning and attends class keen to be involved and contribute to group or paired work. Your child is actively involved in lessons, always completing classwork to the best of their ability. Your child's behaviour sets a good example at all times and actively supports the other children to learn.
2	Good	Your child shows a positive attitude to learning and attends class ready to be involved and often contributes to lessons. Your child always completes the learning, usually to the best of their ability. Instructions of the teacher are promptly followed and remain focussed throughout the lesson. This means the other children are also able to learn.
3	Needs to improve	Your child usually responds to teacher directions and works co-operatively, but may sometimes be slow to start engaging with the task OR your child completes tasks but not always to the best of their ability OR your child occasionally disrupts lessons by talking or calling out. This behaviour can sometimes make it difficult for others to learn.
4	Cause for concern	Your child rarely shows enthusiasm for learning and may only do the minimum level of work OR your child regularly is slow to start work OR regularly off task in class OR often fails to finish work OR regularly disrupts teachers – for example, talking, calling out. This behaviour disrupts the lesson and spoils other children's learning.

Assessment

Greater Depth	Working at greater depth standard	Demonstrates growing expertise for this time in the year
Expected	Working at the expected standard	Demonstrates the appropriate skill and knowledge for this time in the year
Working Towards	Working towards the expected standard	Developing appropriate skills and knowledge for this time in the year
Below	Working below the expected standard	Working on a lower year group's objectives
Pre Key Stage	Pre-key stage standard	Working on objectives from the previous key stage