

South Baddesley CE Primary School: Assessment Policy

Aims of SBS Assessment Policy

To ensure a high-achievement provision for all learners so that all pupils can 'strive and believe to SHINE.'

Expected outcomes of the SBS Curriculum Policy - appendix one.

The SBS high-achievement culture is founded on the following principles:

- South Baddesley is an inclusive school, working with rigour and sensitivity to meet the needs of all learners.
- We have high expectations for all learners, including vulnerable pupils and pupils identified as having SEND needs.
- We use different types of assessment to support, accelerate and monitor all pupil progress.
- We are committed to using assessment as an integral element of our teaching and learning systems and processes.
- We recognise that good teachers are great assessors who recognise pupil's strengths and areas of development so that they can address barriers to learning for all learners.
- We listen to the viewpoints of all stakeholders, including the SBS support staff and parents.

Implementation of Assessment Procedures

At South Baddesley, we believe that assessment procedures should be varied and may include the following:

- listening to and observing pupil's learning behaviours and outcomes,
- working alongside pupils in small groups and 1:1 contexts,
- implementing specific interventions as a result of diagnostic assessment tasks,
- checking on small steps to progress and adjusting where necessary,
- using daily feedback and reflections* with pupils so that they are active participants in the assessment process,
- using mini-assessment tasks at the beginning, mid and end of units of learning,
- sometimes using milestone assessments** to gather a broader overview of learning and
- working in partnership with parents and wider agencies to understand the individual needs of each pupil.

*Feedback strategies: appendix two.

**Frequency of milestone assessments - appendix three.

Assessments are recorded both informally and formally to monitor and evaluate the curriculum and provision at our school.

Assessment includes all stakeholders, who have clearly identified roles and responsibilities.

Class teachers and Support staff:

- compile and share daily notes relating to formative assessments,
- teachers sometimes record outcomes of mini-assessment tasks for the purposes of their own planning,
- teachers upload termly and unit* assessments to Arbor tracking grids,
- staff use SEND screeners and other mini-assessments to inform whole class strategies, small group focuses and individual interventions for IEPs and/or SBS plans and

- teaching staff provide small assessment updates for reading, writing and maths to parents, as well as more detailed end of year assessments in individual pupil reports.

*frequency of tracking data is specific to individual subjects, appendix four.

Pupils:

- have opportunities to share and report feedback regarding their individual learning journeys,
- use subject-specific tools to both peer and self-assess their learning,
- are able to contribute to setting individual goals and targets and
- are given feedback and structure to their learning journey.

Parents:

- are given different opportunities to view, discuss and ask questions about their child's learning,
- parents are provided with written feedback at least annually and often more frequently if their child has additional learning needs and
- parents are able to contribute to their child's learning journey and assessment through on-going dialogue, home-learning projects and weekly class communications about learning.

Senior leaders and Governors:

- over-views of summative assessment data is used to support school evaluation processes that identify strengths and development points,
- summative assessment data is used to inform aspects of school development planning and deployment of resources,
- Governors review data alongside the headteacher and seek to find trends that may be celebrated and addressed through the strategic leadership of the school.

This variety of assessment procedures enables SBS educators to maintain an accurate and fluid understanding of pupil progress.

All assessment processes take into account the workload of educators and are regularly reviewed so that all assessment tasks remain relevant.

Language of summative assessment

At South Baddesley, we use the following descriptors of achievement for all subjects, with the exceptions of Relationships and Health Education and languages, where we describe pupil progress as 'confident' or 'working towards.'

Not on track	This means that whilst your child will be making progress, this progress may remain in very small steps and not yet equating to a big enough step to be achieving the requirements for your child's year group. It is likely that we will have discussed this judgement with you in advance of this report and have provided additional support for your child, potentially through an 'individual education plan' (IEP).
Close to	Your child is currently working close to the expected level but not yet showing all of the requirements to be secure. Children scoring close to sometimes require a small amount of catch-up support to reduce the gap widening between themselves and other children and to slightly accelerate their progress.
Secure	Your child has met the expected requirement for their year group.
Beyond	Your child is currently exceeding the required level for their year group and is working at greater depth. This does not mean they are ready for an

	older year group's learning but that they are able to deepen and apply their current learning at an exceptional level.
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Moderation of assessments:

Each year, South Baddesley staff work across year groups and in collaboration with other local schools to complete a range of moderation activities. These meetings are both formal and informal; their purpose is to ensure judgements are accurate and to plan for next steps.

When identified as a focus in the annual school development plan, the school seeks the support of a wider network of professionals to support the on-going development of this moderation process.

Policy reviewed: December 2022

Appendix two: expected outcomes of SBS Curriculum Policy

<p>Strive and Believe to Shine Proud and courageous learners who believe in their abilities and have the confidence to 'have a go' so that they can be the best versions of themselves.</p>			
<p>Wisdom Knowledgeable, thoughtful, reflective and respectful learners.</p>	<p>Curiosity Inquisitive, Interested and enquiring learners.</p>	<p>Innovation Creative, solution -focused, learners who are enabled to take on a challenge.</p>	<p>Excellence Learners who achieve exceptional academic and personal outcomes.</p>

Appendix three: frequency of milestone assessments

Year group:	Milestone assessment:	Frequency:
1	phonics screener	once a year, summer term
2	reading and mathematics	twice a year, spring and summer term (summer term - SATs)
3	reading and mathematics	twice a year, spring and summer term
4	reading and mathematics times table screener	twice a year, spring and summer term once a year, summer term
5	reading, mathematics, GPS arithmetic	once a term four times a term

6	reading, mathematics, GPS arithmetic	every six weeks (summer term - SATs) weekly
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Pupils in EYFS do not complete milestone assessments.

Appendix four: frequency of subject-specific summative tracking

Subject:	Frequency of assessment KS1:	Frequency of assessment KS2:
English - reading and writing	Termly tracking	Termly tracking
Phonics	6 weekly	6 weekly for pupils receiving phonics interventions.
Mathematics	Termly tracking	Termly tracking
Science	End of unit tracking	End of unit tracking
History and Geography	End of unit tracking	End of unit tracking
Design and Technology	End of unit tracking	End of unit tracking
Computing	End of unit tracking	End of unit tracking
Religious Education	End of unit tracking	End of unit tracking
PE and Sport	End of unit tracking	End of unit tracking
Languages	Annual tracking	Annual tracking
Relationships and Health Education	Annual tracking	Annual tracking

- All summative tracking is recorded on Arbor.
- Individual IEPs and EHCPs are reviewed termly and recorded on children's electronic individual learning journeys.
- Summative tracking in EYFS occurs annually or at the end of specific enquiries if appropriate.