Assessment, Recording and Reporting Policy

Our school helps us to walk with Jesus to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship, and cooperation to help us flourish academically, emotionally, and spiritually.

"I can do all things through Christ, who strengthens me."
Philippians 4:13

Policy Author	Mrs. Julie Green
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Single Equalities Statement

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

School Promises

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn,** grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

PURPOSE OF POLICY

Assessment lies at the heart of the process of promoting children's learning. It provides a framework for planning educational objectives and monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate successes and encourage optimum achievement.

At Baxenden, assessment must be a part of all teaching strategies in order to help identify areas for development and chart progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

THE PRINCIPALS OF ASSESSMENT AND FEEDBACK

The principals of assessment and feedback at Baxenden are:

- To gather information about the performance of individual pupils, groups and classes that is used to set targets at different levels (including involving pupils in helping to set their own targets);
- To ensure that children from specific target groups are monitored discretely (EAL, SEND, Pupil Premium, Forces, Vulnerable, LAC);
- To provide information for planning, teaching and curriculum development, as well as interventions and individual learning programmes;
- To feedback to children about their attainment and progress, being specific about what has been done well and what the next steps are;
- To involve children in their own assessments;
- To keep parents informed about their child's achievements and progress, enabling them to help their child to make further progress;

- To keep governors informed about what the assessment information says about the performance of the school and understand the school's strategic planning.

TYPES OF ASSESSMENT

Ongoing Formative Assessment:

- Providing information for the teacher to plan the next steps in children's learning through questioning, learning objectives, success criteria, observations, self and peer assessments, feedback from marking work

Summative Assessment:

- Provides a 'snapshot' of each child's achievement at the end of a period of learning – such as half termly or termly
- Summative assessments are used to track attainment and progress at an individual, group, class, year group, key stage and whole school level – this information is used to identify children who need to be targeted for additional support
- Information from formative and summative assessments will set the focus for class progress reviews and SEND (special educational needs & disabilities) review meetings once a term.

Specific summative assessments:

Reception

- Assessments are carried out using a 'Baseline' in Reception at the start of the year.
- Floorbook evidence celebrates and records significant developments in their stages of learning throughout the year.
- A final teacher assessment (supported by cluster moderations with other schools) is carried out in the summer term to help judge progress across the year.

Year 1

- Statutory Phonics Screening, in June. Children who do not pass the screening re-take the test when they are in year 2. Past phonic screening papers are used throughout the year to inform planning & support needed.
- LCC Red Rose Maths assessment resources are used on a termly basis
- 'Active Learn' book band reading assessments are used on a termly basis
- Frequent assessment of the Y1 Common Exception Words is completed throughout the year

Year 2

- Baseline assessment of the Y1 Common Exception Words is completed in September. Gaps identified should be closed through targeted interventions throughout the year (alongside giving access to the Y2 CEW).
- Assessment & practise of the Y2 Common Exception Words should commence in the first half of the autumn term. Gaps identified should be closed through targeted interventions throughout the year.
- Timestables should be regularly taught & assessed using TTRS (Timestables Rockstars) and other resources.
- Regular interventions are put into place for children who did not pass the phonics screening at the end of Y1.
- End of key stage national curriculum assessments (SATs) are non-statutory. However, the school may choose to use them to inform teacher assessment of children's attainment and progress in reading, grammar, punctuation and spelling, and maths.

- Children are teacher assessed in writing using the end of key stage one assessment statements from 'The Writing Framework 2025'.

KS2 (Years 3, 4, 5 & 6)

- In, children are assessed formally on a termly basis in reading, SPAG (spelling, punctuation & grammar) and maths.
- Writing is assessed by the teacher using ongoing assessment sheets (Lancashire KLIPs).
- All KS2 classes carry our baseline assessments in spelling (via Spelling Shed Resources) at the start and end of the year.
- Arithmetic assessments are conducted half termly to inform mental maths planning on a daily basis.
- Timestables should be regularly assessed using TTRS (Timestables Rockstars) and other resources
- Children in Year 4 complete a baseline of all timestables (2-12) and are given a score out of 100 at the start of the year. They complete regular 'mock' timestables checks throughout the year in preparation for the statutory MTC (multiplication check) during June.

Year 6

- End of key stage 2 national curriculum assessments (statutory) are carried out in reading, spelling, grammar and punctuation and maths. Children are teacher assessed in writing. Preparation for these is ongoing throughout the year.
- The statutory tests expect all children to achieve an attainment of 'age expected' or 'above'. At Baxenden, we aim for all children to make attainment and progress at their own level, whilst aiming for age expected or above where it can be achieved. We encourage and support children to make their own appropriate progress both across a year, and across a key stage.

DATA ANALYSIS

The head teacher utilises the class teacher reports and the assessment data on a tracking sheet to carry out an analysis of data each term. This information is used to inform the:

- Class Progress discussions (which take place once a term after assessment weeks)
- School self-evaluation
- Termly head teacher report to governors
- School Improvement Plan & staff CPD (continuing professional development) opportunities

ROLES AND RESPONSIBILITIES

The overall responsibility for assessment belongs to the Head teacher and SLT (Senior Leadership Team):

- Class teachers are responsible for assessment and progress of the children in their care
- Curriculum subject leaders are responsible for monitoring assessment and progress within their subject area (book and planning scrutinies and assessment moderation)
- Governors are responsible for holding the school to account in terms of standards of achievement, attainment and progress

CLASS PROGRESS REVIEWS

These are carried out on a termly basis by the class teacher with the involvement of the head teacher, SENCO and/or SLT:

- The focus of the review is to analyse attainment and progress of the class and individual children within the class using the most recent summative assessment data.
- Targets will be set for any pupil or groups of children that require any additional support, and plans will be devised for how these targets will be achieved.
- Specific pupil/group interventions will be detailed & logged in the class intervention folder. In this way, specific progress and attainment can be tracked. The intervention folders will travel through the school with the cohort.

REPORTING TO PARENTS

We have a range of strategies that keep parents fully informed of their child's progress in school. We also encourage parents to contact their class teacher through the class Dojo messaging service if they have concerns about any aspect of their child's attainment and progress.

Formal parent/teacher consultation evenings take place twice a year. A comprehensive written report is provided at the end of the summer term. Children on the SEN register have additional termly 'review' meetings where appropriate.

ASSESSMENT FOR LEARNING

Assessment for Learning is a key part of our approach to teaching and learning at Baxenden St. John's. Staff use learning objectives and questions, live marking, written feedback, peer marking and self-assessment to involve pupils in their next steps and to inform teacher assessments. A full explanation of our strategies are detailed in the 'Teaching and Learning' policy.

Opportunities for assessment are identified in planning where appropriate. Work is marked in relation to the learning objective and success criteria (where used). Marking includes written and oral improvement prompts and encouraging dialogue with children to extend, challenge and move learning on. A full explanation of our strategies are detailed in the 'Feedback and Marking' policy.

CONCLUSION

This policy is not a stand-alone policy and therefore should be read in conjunction with the following school policies:

- SEND Policy
- Feedback & Marking Policy
- Teaching and Learning Policy
- Behaviour Policy