



Assessment Policy.

Agreed by Governors: 01.02.2023

To be reviewed: Spring 2026

INTRODUCTION:

We believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they recognise what they have achieved and understand what they need to do next to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, pupils and parents are all working together to raise standards.

AIMS:

The aims and objectives of assessment in our school are:

- To provide information about what pupils know, understand and can do;
- To celebrate pupils' achievements and help to understand what they need to do next to improve their work;
- To enable teachers to plan work that is pitched at the right level for all pupils and to ensure all pupils make good progress;
- To identify the level at which pupils are working;
- To close the gap between current attainment and an expected standard;
- To provide information for parents to enable them to support their child's learning;
- To provide the Headteacher, SLT, teachers and governors with information that allows them to make judgements about progress and attainment.

FORMS OF ASSESSMENT:

We recognise the importance of formative, summative and diagnostic assessment and plan opportunities for all of these to take place.

Formative assessment forms the largest base of our information and is gathered through teacher observation, AfL (Assessment for Learning), pupil/teacher discussion, verbal feedback during the lessons and regular marking in line with the whole school marking policy. Teachers adjust their plans and teaching strategies in response to on-going assessments.

Diagnostic assessment involves identifying gaps in pupils' knowledge and barriers to learning so that appropriate provision can be made.

Summative assessment involves making a judgement about a pupil's attainment at a point in time in order to assess their performance. We use end of KS1 tasks and tests in the summer term for pupils in Year 2 to support our teacher assessments. When pupils are in Year 6, they take statutory KS2 SATs papers in May.

FEEDBACK:

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next to make progress.

Feedback relates to the learning objective of the lesson and pupils' individual targets. Comments are child-friendly and appropriate for the age and ability of the pupil. Comments recognise positive aspects of the pupil's work and improvements that will have an impact on future learning.



TRACKING CHILDREN'S ATTAINMENT AND PROGRESS:

Barleyhurst Park uses the online facility of Pupil Asset to record and track the progress and attainment of each pupil. Pupil Asset incorporates each of the objectives from the 2014 curriculum for Maths, Reading and Writing for Years 1 to 6, while also having the age-related expectations from Development Matters for the Foundation Stage.

Assessment of a pupil's attainment is based on evidence from a variety of sources. This enables us to regularly make secure judgements of what a pupil knows and is able to achieve. On a half-termly basis, the data from Pupil Asset is collated to show where each pupil is in relation to the ARE (age related expectations).

In school and external moderation takes place regularly in order to ensure the consistency and accuracy of our judgements.

Pupil Asset also enables us to quickly and easily assess the progress of individual pupils, as well as particular groups and cohorts. Progress can be measured across a range of timescales including from the end of the previous Key Stage, or from the beginning of the year.

In Early Years 2, assessments are based on observations of pupils' learning and development during child-initiated play. During their first half-term of starting full-time in Early Years 2, a judgement is made on pupils' attainment against Development Matters, observations and a variety of tasks. This attainment on entry provides the baseline for evaluating pupils' progress across the EYFS. Each term, the teacher assesses each pupil against all of the 17 areas of the Profile and against Development Matters. We use Tapestry to record observations of children's learning through self-initiated play. Tapestry is a secure online platform which allows parents and teachers to track learning against the EYFS curriculum.

TARGET SETTING:

The Headteacher sets targets in English and maths for the end of KS1 and KS2 in discussion with staff during the autumn term. End of year targets are set in reading, writing and maths for all pupils, based on prior attainment and expected levels with each class teacher.

The targets for maths, reading and writing are displayed in the back of the pupils' books. These target cards include all targets which pupils are expected to achieve within the year. As appropriate evidence is gathered, these targets are then ticked and dated, therefore enabling pupils, as well as teachers, to track the progress they are making against the year's objectives.

REPORTING TO PARENTS:

We have a range of strategies to keep parents fully informed of their child's progress in school. We also encourage parents to contact the school if they have any concerns about the progress or well-being of their child.

In the autumn and spring terms, we give parents a written termly report on their child's progress, achievement and attitude to learning in the core subjects. In the summer term, they receive an end-of-year report on their child's progress and achievements during the year in all subjects, or areas of the EYFS. We also provide parents with details of EYFS performance towards the Early Learning Goals, KS1 and KS2 national test results and whole school teacher assessments. At the mid points of each term we offer parents the opportunity to meet their child's teacher, as part of a parents' evening, to discuss their child's progress and attainment and it provides pupils with the opportunity to share examples of work of which they are most proud.

ACCOUNTABILITY, MONITORING AND REVIEW:

Pupil progress meetings are held each term by the Headteacher in consultation with class teachers. The objectives of these meetings are to review individual pupil progress, evaluate the impact of interventions and plan appropriate next steps for pupils who need to make accelerated progress.



The Senior Leadership Team are responsible for ensuring assessment procedures are used consistently by staff. Subject leaders have an important role in monitoring and reviewing current practice. This involves learning walks, work sampling, monitoring planning and pupil interviews. The Governing Board are involved in discussing standards, expectations and targets.

IMPACT OF ASSESSMENT:

We believe that data needs to be purposeful and productive and therefore:

- Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable, or at particular risk of not making expected progress, are suitably supported and challenged in their learning. The transition matrices, which are generated using the data from Pupil Asset, support our analysis on a pupil by pupil basis as well as being used to assess the progress and attainment of particular groups or cohorts of pupils.
- Our data is used to inform parents of how well their child is progressing.
- Our assessments are also used to celebrate successes. We celebrate pupils' progress and attainment across a broad and balanced curriculum; including sport, art, performance, behaviour and social and emotional development.