



Barnet Hill Academy
FAITH • EXCELLENCE • KNOWLEDGE

Assessment Policy

Apr. 2024
v7.0

1. Introduction and purpose

At BHA, we recognise the need for accurate and rigorous assessment of children's learning. High quality practice in assessment is the single most effective factor in supporting a child's progress. By applying rigorous assessment processes consistently, we help children develop a clear understanding of where they are in their learning, what they need to do to progress and the expectations of learning as they move through the school. We recognise that assessment is a vital element of careful curriculum planning. The purpose of this policy is to make clear the process and expectations for staff at Barnet Hill Academy.

2. Roles and responsibilities

Teachers are responsible for:

- ensuring that they are familiar with the content of this policy
- the standards for the assessment framework
- the implementation of the assessment framework
- the day to day learning needs of the children
- monitoring and evaluating the progress of the children they teach and care for

Subject leaders are responsible for:

- providing clarity in the use of the documentation providing the framework of progression
- ensuring that the monitoring of the cycle and quality of assessment in their area is carried out in an accurate and timely manner
- tracking the progress of children in their subject

Senior leaders are responsible for ensuring that there is:

- a rigorous understanding of the framework and a clear cycle of CPD to ensure that staff are sufficiently trained
- time for subject leaders to monitor the quality and accuracy of assessment in their subject
- analysis of tracking data linking outcomes and areas of development to the school development plan
- providing feedback to subject leaders and teachers about overall progress and the school's next steps
- detailed evaluation about progress against pupil goals

3. Forms of assessment

It is critical that wherever assessment is undertaken, the emphasis is on 'Assessment for Learning' rather than 'Assessment of Learning'.

4. Formative

Assessment for learning is the responsibility of all teachers and is the primary tool used for making judgements about the current proficiency of a learner, the next step needed by the learner and the planning required by them to ensure that progress is made.

Assessment for learning should:

- Inform planning and be annotated on weekly plans
- Include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work
- Identify the point of learning for children and thus make choices about the concepts they wish to teach children as their next steps, and communicate these intentions to children
- Inform target setting to ensure pupils are clear about their next steps
- Promote commitment to learning goals by engaging pupils in understanding how they can improve through use of success criteria
- Motivate learners to improve by providing positive and constructive feedback and allowing opportunities for improvement
- Provide feedback to children as to their next steps thus making learning visible to the children in our school, as well as to their parents
- Engage pupils in the setting of personal learning goals
- Develop strategies for self- assessment so that pupils can become reflective, independent learners
- Create tasks and activities that will support children in advancing their learning
- Allow children to engage in and control the development of their own learning and self-regulate their own steps; the essence of lifelong learning
- Share their observations and experiences with colleagues to improve the impact of their practice as teachers on the learners in their classroom
- Inform Planning for Learning; a teacher's planning should be flexible to respond to initial and emerging ideas and skills consider the pathways through which each child will access their learning
- Ensure learners should receive constructive guidance about how to improve. Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work

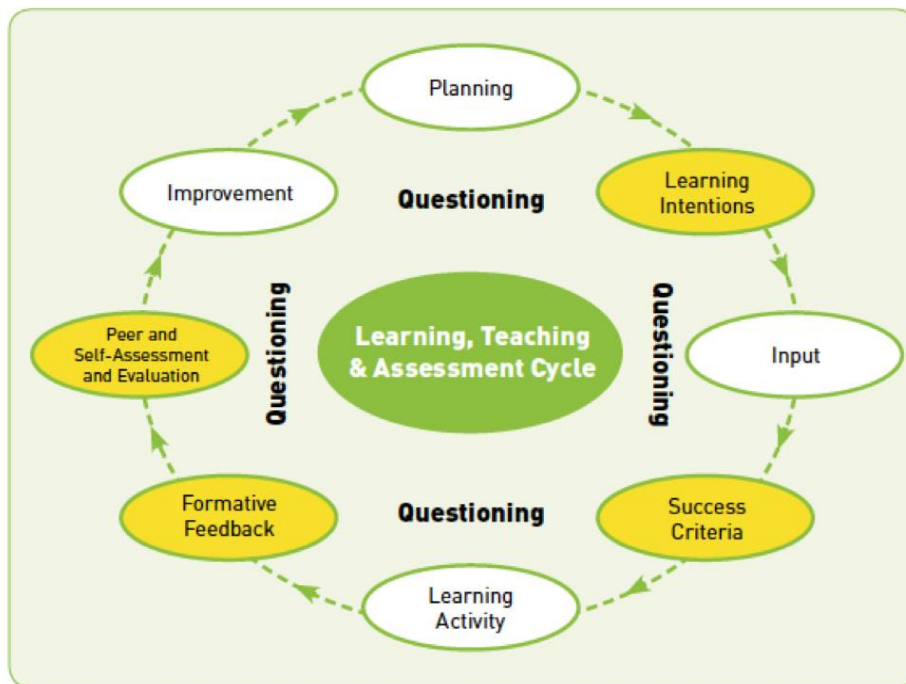
5. Summative

The means of discovering the proficiency of a pupil may be both formal and informal. Summative assessment is used to ensure that the relative strengths and weaknesses of the pupils are accurately and consistently assessed and to enable effective target setting and planning of next steps.

Forms of Summative assessment:

- KS2 – Comprehension tests broken into skills/speed
- Years 1-6 – Regular times table testing and spelling tests
- Years 1-6 – topic-based maths tests
- Years 4-6 - weekly arithmetic tests
- Use of Atom prime for Years 3-6 Verbal and Non-Verbal reasoning testing (11+)
- Termly NFER testing to provide Standardised age scores (English, Reading and Spelling)

Afl Strategies in Teaching-Learning Cycle



Day-to day

- Learning objectives (LO) made explicit and shared with pupils
- Questioning in lessons
- Helping pupils to know and recognise the standard they are aiming for by sharing assessment or success criteria with them and modelling good work
- Giving pupils constructive verbal and written feedback: what they have done well and what they need to do to improve further
- Peer and self-assessment in use
- Pupils engaged in their learning and responding to immediate feedback
- Quick recap quizzes
- Use of Bloom's taxonomy in planning, questioning and feedback

Periodic

- Broader view of progress across subject for teacher and learner
- Use of national standards in the classroom; shared conviction that using feedback to modify instruction and help learners to better understand assessment objectives will improve exam results.
- Improvements to medium-term curriculum planning

Transitional

- Formal recognition of pupils' achievement
- Reported to parents/carers and next teacher(s)
- Uses external tests or tasks



The teacher's formative assessment checklist:

1. What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
3. How will I ensure pupils understand the purpose and outcome of this assessment and can apply it to their own learning?
4. How will I ensure my approaches to assessment are inclusive of all abilities?
5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

Refer to the Feedback policy for details on effective feedback.

6. Assessment for grading

- Assessment for grading involves pulling together the individual facts, ideas, concepts, skills and competencies which pupils have acquired, into an overall score or 'grade'
- This score or grade is linked to a nationally recognised standard, for example the Early Learning Goals in the EYFS and SATs scores at the end of Y6
- These scores or grades are important to middle and senior leaders, and more understandable to parents who can envisage a trajectory towards the national standards
- However, they are of more limited use to teachers to improve pupils' learning although rigorous analysis of them can give information about what was taught well and not so well (Assessment of Teaching).

7. Tracking pupils' progress

Early years

The school uses a baseline to assess Nursery and Reception children as they start at the School. Observations and dialogue with parents are undertaken to identify progress throughout the academic year and this is recorded on Tapestry. This enables staff to record observations of individual children or groups of children, along with photographic evidence, as well as log the steps reached by individual children on their learning journey towards the Early Learning Goals. The observations may be used to support moderation, demonstrate achievement and show mastery, or simply record the learning journey through school.



Year 1-6

Continuous informal observations of each pupil's progress and achievements as reflected in the pupil's behaviour, attitudes and responses to tasks and activities within and outside the classroom, providing an indication of assimilation, understanding and retention of key concepts and techniques.

The school uses a framework to provide clear age-related expectations in relation to the UK National Curriculum for:

- English (Reading and Writing, including spelling and grammar)
- Maths
- Reasoning
- Science

These indicate how a pupil in a particular year group is progressing in a specific subject. They provide concrete evidence of performance and relate to specific subject knowledge and skills. They enable teachers to apply the standards consistently, because their judgements must be rooted in evidence.

Recording Progress

The school has clear procedures for recording assessment. They are designed to:

- (i) Ensure that a clear picture of each pupil's progress is developed
- (ii) Allow clear communication of progress to the pupils and their parents.

The school will record the progress of each pupil against age related expectations using Learning Ladders and a tracking spreadsheet designed to monitor progress.

8. Supplementing judgements with other forms of evidence

The school also uses other sources of data to ensure that pupils' relative strengths and weaknesses are accurately and consistently assessed. These include:

- cognitive ability tests to compare the strengths of pupils within particular year groups
- spelling and reading age tests
- subject related tests from NFER Assessment which give an age standardised score
- Paper based tests related to subject to review speed and progress over the year



These do not provide a comprehensive view of any given pupil's strengths, but is another form of evidence that can help inform professional judgement.

Target Setting

Target setting supports assessment by:

- Providing learners with clear goals and next steps
- Ensuring clarity in expectations for the next time period
- Establishing a focus for planning, differentiating and resourcing lessons
- Enabling recognition of each child on their achievements
- Enabling interventions/provisions for further challenge

9. Assessment for teaching

Every other form of assessment, from questioning to marking and exam results should inform teaching. The most effective teachers are those who have good subject knowledge, reflect on the impact of their practices and are swift in making improvements:

- 'Pupil A did not give me the expected answer to my first question; I must rephrase it so he can understand.'
- 'Three pupils do not seem to understand this concept; I need to reshape my explanation and use different resources to support them so they can grasp it.'
- 'The writing of most pupils in the class does not go beyond explaining facts; the success criteria were not formulated clearly enough to lead them to apply their prior knowledge; I must focus on formulating more effective success criteria?'
- 'My Year 5 pupils have performed less well in Paper B than in others; this must be down to my teaching: time allocated to this aspect; resources used; methods employed'.
- 'The tracking shows the more able are not progressing at the good rate of which they are capable: this must be because I do not challenge them highly enough or consistently' etc.

The middle managers/leaders also play a vital role in assessment for teaching when they collect and then share information about what promotes effective learning for all learners and what does not, through their monitoring activities.

Pupils can play an important role through their participation and their verbal and written responses. They should be consulted regularly by teachers about the quality of feedback they receive, their confidence in improving their work and their understanding of what high standards mean, for example.

Parents, particularly if they follow assiduously what their child learns at school, can also provide feedback on teaching.



10. Monitoring and evaluation of this policy

The Senior Leadership Team, Phase Leaders, Assessment Lead and teachers are responsible for the monitoring and review of assessment processes and data. The monitoring timetable will include:

- Work and marking scrutiny by the subject leaders
- Lesson observation of teachers
- Termly assessment meetings with teacher and assessment lead
- Moderation within a subject
- Moderation of English and Maths standards subject areas and phases
- Line-management meetings between subject leaders, senior leaders and the Headteacher
- Review meetings with staff from other schools