



# Baines School

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The Governors of Baines School  
**Assessment Policy**

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At Baines School, we believe that assessment is essential in identifying what students know and remember as well as their needs. Assessment is used to evaluate students' progress and enable staff to plan effectively and to effectively adapt the learning for the students they teach. Our Academic Monitoring provides students and parents/carers of student progress at different points during the academic year.

Teacher are expected to:

- Plan opportunities to check learning and understanding in lessons to identify what students know and remember from the lesson they are teaching and adapt the lesson accordingly to support students who may be at different points. Strategies include: use of mini-whiteboards; no hands up; pause, pounce, bounce; hinge questions; think, pair, share; hot-seating; snow-balling; polling; low stakes quizzes (could use technology-based tools); checks of homework activities; Checks on written work in class; Modelling with student self-checking; Modelling, live-marking or sharing exemplar work with a visualiser; Exit passes
- Follow the Feedback policy to provide written comments on strengths (WWW – What Went Well) in student work/understanding and (EBI - Even Better If) next steps to help students progress further
- Complete end of unit medium-term summative assessments in line with departmental assessment points
- Provide feedback to students on end of unit assessments that focuses on celebrating successes and highlighting areas for improvement, framed around the content and specific curricular targets, enabling further progress.
- Assess SPAG/literacy/numeracy within student work
- Provide opportunities for students to respond to this feedback
- Complete academic monitoring on time for students and parents/carers
- Analyse performance of student assessment in their classes to identify and plan opportunities to address misunderstandings/misconceptions and future learning

Subject Leaders are expected to:

- Compose end of unit assessments that not focus solely on the most recently covered content and skills; they should be used to check work/skills undertaken longer ago to check what students know and remember over time. This will inform planning of future learning.
- Ensure a sample of student work is moderated so that the academic monitoring grades provided by teachers are consistent across all teachers of a subject.
- Analyse performance of students, different classes and groups to quality to monitor and evaluate the impact of schemes of work, the effectiveness of individual teachers that they line manage and the progress made by groups of students.

Progress Leaders are expected to:

- Track student progress throughout the year, celebrating successes and offering support for targeted individuals

Senior Leaders are expected to:

- Provide target grades for each student in each subject
- Ensure that students and parents/carers receive progress information at different identified points during the year to help them to understand if the student is on track, above track or below track to meet these target grades in each subject
- Use information from assessments to monitor and evaluate the impact of schemes of work, the effectiveness of individual teachers that they line manage and the progress made by groups of students.
- Use information from assessments to develop a comprehensive and accurate picture of achievement and progress across the school, which can inform interventions, curriculum planning, self-evaluation and appraisals