



Ac005a: Assessment Policy (Junior School)

SMT owner	Deputy Head Academic
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Governor approval (Y/N)? Approved by Board of Governors (if Y)	Y

Introduction

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within the school.

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

The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the foci of tracking progress, planning for improvement, and raising attainment.

1. Definitions

1.1 Assessment of learning

Assessment of learning is a summative assessment to ascertain the level a child has reached which could be termly or annually or at the end of a key stage. For example, New Group Reading tests, Progress in Maths test, Single Word Spelling Test, fortnightly spelling tests all form part of summative assessment at St Nicholas House.

1.2 **Assessment for learning**

Assessment for learning is the ongoing day-to-day formative assessment that takes place to gather information on what a child or group of pupils understand or do not understand and how future teaching will be adapted to account for this. Effective ongoing day to day assessments at St Nicholas House would include effective questioning; sharing Learning Objectives and setting Success Criteria, observations of pupils during teaching and while they are working; holding discussions with pupils; reflection triangles or thumbs up for pupil self-evaluation, analysing work and reporting to pupils; conducting tests and giving oral and written feedback and engaging pupils in the assessment process.

2. **Aims and Objectives**

- 2.1 to support learning by identifying pupils' strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment;
- 2.2 to enable our pupils to demonstrate what they know, understand and can do in their work;
- 2.3 to help our pupils understand what they need to do next to improve their work;
- 2.4 to enable teachers to identify the needs of each child including additional support if required;
- 2.5 to allow teachers to plan work that accurately reflects the needs of each child;
- 2.6 to provide a method of monitoring and developing the curriculum;
- 2.7 to help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching;
- 2.8 to evaluate the success of the teaching;
- 2.9 to provide meaningful communication between school and parents, that provides them with information about their child's achievements and progress, on a regular basis;
- 2.10 to provide the Lead Teacher Academic with information that allows them, and members of the SMT, to make judgements about the effectiveness of the teaching and learning in St Nicholas House;
- 2.11 to 'close the gap' between pupil's potential and actual performance.

3. **Principles of Assessment:**

In order to satisfy the above aims, the assessment policy is based on:

- 3.1 formal assessment that is planned and conducted on a frequent and consistent basis as a reflective process after completion of a task;
- 3.2 a shared understanding between pupils and teachers of the criteria which will be used in the assessment of learning;

- 3.3 pupils being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work;
- 3.4 teachers using the results of their assessment to set work which challenges and stretches their pupils;
- 3.5 effective planning for teaching and learning which recognises the full range of achievements of all pupils by focusing on how pupils learn;
- 3.6 recognising assessment as central to classroom practice;
- 3.7 assessment being regarded as a key professional skill for teachers;
- 3.8 sensitive and constructive practices because any assessment has an emotional impact;
- 3.9 taking account of the importance of learner motivation;
- 3.10 promoting commitment to learning goals and a shared understanding of the criteria by which pupils will be assessed;
- 3.11 providing constructive guidance for pupils about how to improve;
- 3.12 developing the pupils' capacity for self-assessment and recognising their next steps and how to take them;

4. Planning for Assessment

- 4.1 We use our subject curriculum plans to guide our teaching. In this plan we set out the aims and objectives and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.
- 4.2 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. We make a note of those individual pupils who do not achieve at the expected level for the lesson, and we use this information when planning for the next.

5. Assessment Procedure

- 5.1 Testing in English (Reading, Writing and Spelling) and Maths is carried out (as appropriate) at the start and end of the year and standardised scores/ teacher assessment recorded in pupil profiles and tracked by the class teacher, overseen by the Teaching & Learning Lead.
- 5.2 Several times throughout the year, teachers make judgements for writing levels and end of term assessments are carried out in Maths. In the Lent term pupils receive another Reading and Spelling assessment. These results are recorded in individual pupil profiles and progress and attainment is tracked by the Teaching & Learning Lead. Other regular assessment opportunities:

- 5.2.1 Fortnightly spelling tests.
- 5.2.2 Weekly mental maths tests.
- 5.2.3 Phonics checks (KS1)

- 5.3 At the end of Year 6 pupils are given a Transition Grade Review which helps to provide continuity of assessment between the different Key Stages: this summative assessment takes into account end of Key Stage expectations, and reflects teacher assessment of numeracy and literacy as well as standardised *literacy and numeracy* scores.
- 5.4 All assessments sit within a clearly defined assessment calendar.

6. Target Setting

- 6.1 We regularly review the progress of each child and set revised English and Maths targets. These targets are stored in the child's book to act as a constant reminder.

7. Responsibilities

7.1 Teaching Staff

- 7.1.1 To adhere to the requirements of this policy in planning the learning for the groups of pupils for whom they are responsible
- 7.1.2 To involve and inform teaching assistants, and others working with pupils, of the role they need to have in the assessment of pupils' learning
- 7.1.3 To keep records to inform and contribute to the agreed curriculum plans and reporting formats
- 7.1.4 To be active in seeking out the expected learning objective for all pupils
- 7.1.5 To be aware of the expectations regarding specific assessment activities
- 7.1.6 To contribute to the ongoing discussions regarding pupils' progress
- 7.1.7 To consider the next steps for pupils' learning and be proactive in discussing with teaching staff how they may best support the pupils with whom they work
- 7.1.8 To contribute to the assessment of the pupils with whom they work

7.2 Teaching & Learning Lead

- 7.2.1 To know current levels of pupil's attainment
- 7.2.2 To be responsible for the monitoring and identification of the above
- 7.2.3 To plan strategies for improvement and development
- 7.2.4 To be responsible for the management of assessment and reporting activities
- 7.2.5 To undertake monitoring activities to assess standards of teaching and learning. This may include all or some of the following:
 - Book scrutiny
 - Pupil interviews/questionnaire
 - Lesson Observations
 - Discussions with staff
- 7.2.6 To report progress to SNH Lead Teacher and, if required, SMT.

7.3 Parents

- 7.3.1 To participate in the opportunities offered by the school to be involved in discussions regarding their child's progress
- 7.3.2 To raise any concerns they may have about their child with the school, at the earliest opportunity

8. Reporting to Parents

- 8.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 8.2 Each term we offer parents the opportunity to meet their child's teacher. In the Michaelmas term we hold two Parent Consultation evenings (the first for new pupils' parents) and have a further meeting in the second half of the Lent term. Detailed feedback is given in Reading, Spelling, Writing and Mathematics. Other subjects and achievements are reported under General Comments. We also identify target areas for the following term.
- 8.3 At the end of the Summer term, all parents receive a full written report of their child's progress and achievements during the year in every subject.

9. Feedback to Pupils

- 9.1 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 in order to improve their work. We have a marking policy to ensure that we all mark in the same way.
- 9.2 We give pupils verbal feedback on their work whenever possible. We usually do this when the pupils are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one (Assessment for Learning). When lesson time does not allow for verbal feedback, we write comments on the pupils' work during marking. We give written comments to pupils of all ages.
- 9.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work. Where appropriate, next step questions or closing the gap tasks are set.
- 9.4 We allow time at the beginning of each lesson for the pupils to absorb any comments written on their work and respond to marking if necessary. We do this to ensure that the considerable time teachers spend marking, has a significant impact on the pupils' work.