



# Assessment Policy

**May 2023**

**Approved by the Governing Body Strategy Group 18/05/23**

**This Policy is due for renewal in Term 5  
2024–25**

# **ASSESSMENT POLICY**

## **OF**

### **GODINTON PRIMARY SCHOOL**

#### **SECTION 1 – INTRODUCTION**

Effective assessment provides useful information to improve teaching and learning. At Godinton, children are given regular feedback on their learning so that they understand what they have done well and what it is that they need to do better, enabling lesson plans to be based on a detailed knowledge of each pupil. Parents are given regular reports on their child's progress so that teachers, children and parents can all work together to raise standards.

#### **SECTION 2 – AIMS AND OBJECTIVES**

The aims and objectives of assessment in our school are as follows:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs and levels of attainment of each child;
- to provide regular information for parents / carers that enables them to support their child's learning;
- to track the progress made by children;
- to plan interventions which best meet the needs of the pupils;
- to provide information for target setting
- to provide the Head teacher and governors with information that allows them to make judgements about the effectiveness of the school and the quality of teaching and learning and to raise standards of learning.

#### **SECTION 3 – PLANNING FOR ASSESSMENT**

- The whole school curriculum overview guides the areas to be taught in each year group. Within these aims, objectives and key skills are set out which show progress through a subject from one year group to the next. These aims and objectives guide teacher's planning.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child and include adapted activities and objectives according to the children's needs. Staff ensure that all tasks set are appropriate

to each child's level of ability, with appropriate challenge for all pupils. Staff make a record, on the flip chart planning those children who do not reach the learning objective or those who exceed, and this is used to inform planning for the next lesson. Lessons may be adjusted as a result of these assessments.

- Staff share learning objectives and success criteria with the children. This identifies the steps that children need to take to meet the learning objective and enables them to self-assess their own achievement during a lesson. Success criteria is built into planning for mathematics and English. Often, staff provide a tiered success criteria (bronze, silver, gold). At times, children are involved in setting the success criteria for a lesson.

## **SECTION 4 – SUMMATIVE ASSESSMENT**

Godinton Primary School recognises and values various methods of assessing a child's learning and the importance this has in raising achievement.

### **4.1 The Formal Assessment Cycle**

Formal assessment is a systematic approach taken to track pupils, groups and cohorts in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The assessment cycle at Godinton Primary School includes:

1. Data from statutory assessments
  - Foundation Stage Profile
  - Year 1 and 2 Phonics Screening
  - Key Stage 1 and 2 assessments
  - Year 4 Multiplication Tables Check
2. Internal summative assessments made using the school's assessment descriptors and recorded termly in SIMs.
3. Pupil Progress meetings three times a year
4. Target analysis and assessment tracking grids
5. Pupil reports and pupil next steps three times a year.

### **4.2 Internal Assessments and Moderation of Judgements**

- For reading, writing and maths, the school operates a 'step system' for assessment in which children are expected to move 6 steps over the course of an academic year. Staff assess whether children are at 'expected attainment', 'emerging into expected attainment' or are 'exceeding expected attainment' within their year group for reading, writing and maths. Scores are allocated to each of these bands and

full descriptors for each are provided for staff. The descriptors help guide staff as to the next steps the children need to take and help generate learning targets. Staff make these assessments at regular intervals during the school year in accordance with the school's assessment timetable and record this as a 'step score' on spreadsheets. These assessments are used to track pupil progress and identify where children might be underachieving. They are used to plan the interventions required to support individuals or groups of pupils.

- Opportunity to moderate these 'step scores' is built into staff meetings and team meetings throughout the year and staff are supported in making their judgements. The Senior Management Team also moderate work throughout the year. The school takes opportunities to moderate with other schools and participates in Local Authority SATs moderation. Subject coordinators collate samples of moderated work which exemplify the year group expectations. These can be referred to as a means of assisting staff in making assessment judgments.
- Assessments are collated three times per year on a class database by the Assistant Headteacher.
- In subjects other than reading, writing and maths, staff make judgements as to whether the children have met year group expectations, have exceeded these or have not reached the expected standard.
- EYFS staff track pupil progress over the course of the year. At the end of the academic year, staff assess whether a pupil has met the Early Learning Goals (ELGs) which form part of the Foundation Stage profile.

#### **4.3 Tracking and Analysis**

- Analysis is completed of the attainment achieved by and progress made by individuals, groups of children (including vulnerable groups) and cohorts in reading, writing and maths. Different aspects of analysis are completed by the class teachers and Assistant Headteacher and Headteacher at regular intervals throughout the year. Spreadsheets identify children who are making good, satisfactory or poor progress. Feedback is provided to class teachers and subject / team leaders and whole school development priorities identified.
- Data is used to track the progress of vulnerable groups and a vulnerable group analysis produced twice a year by the Assistant Headteacher for Inclusion.
- The progress of children receiving pupil premium is also tracked and analysed and this is completed by the Assistant Headteacher.
- A gap analysis of SATs papers allows us to assess areas of strength and weakness in individuals, cohorts or other vulnerable groups in key skills within reading, writing and maths. This is also used to assist us in identifying school priorities for development.

#### **4.4 Target Setting**

In the autumn term, staff set targets for anticipated achievement by the end of the year. These targets are discussed at pupil progress meetings which are held three times a year with SMT where the progress of individuals and target groups is also discussed. Targets may be revised or refined at these meetings to ensure that targets remain challenging yet realistic. The Assistant Headteacher completes an analysis of these targets at regular intervals during the school year and shares this with staff. Targets are used to identify percentages of pupils working at year group expectations within each cohort and used to ensure that the progress of pupils remains on track.

#### **4.5 Pupil Progress Meetings**

Pupil progress meetings are held three times a year with year group teachers and SMT. During these meetings the progress and attainment of groups of children and individuals is discussed. Targets and progress are tracked and data is analysed to identify the percentages of pupils achieving age expected standards and making expected progress. Staff discuss the barriers hindering progress or achievement and discussion helps to identify solutions, often in the form of revised teaching methods or additional intervention programmes. Further assessments might be identified for completion or additional outside agency involvement might be suggested. Provision maps are reviewed as a result. Notes from the meetings are recorded.

#### **4.6 Transition Planning**

- In order to ensure progression and continuity between classes, assessment information is shared with the children's next teacher at the end of the academic year on a transition plan.
- An electronic data pack is compiled by the Assistant Headteacher at the end of each academic year which is shared with all teaching staff and contains pupil progress data / test results, progress and target analysis for all children.

### **SECTION 5 – ASSESSMENT FOR LEARNING AND FORMATIVE ASSESSMENT**

Assessment for learning opportunities take place throughout all lessons in the form of discussion, listening, feedback and analysis. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must do to help them improve.

Godinton Primary School uses a range of assessment for learning strategies as appropriate in different lessons, including:

- sharing success criteria and learning objectives

- self and peer evaluation
- monitoring of understanding in lessons through dialogue and discussion
- modelling
- feedback
- working walls
- targets / next steps

Feedback to pupils is essential, as it tells them how well they have done and what they need to do next in order to improve their work. Work should be marked to provide timely and relevant feedback to the children. The school's marking and feedback policy outlines the school's expectations.

Plenaries at the end of a lesson are often used to draw understanding together and to clarify any misconceptions. The teacher may also include a 'mini plenary' half way through the lesson to ascertain understanding and reshape the lesson if necessary.

Children are encouraged to self-assess their own work and are taught the skills to be able to do this. Peer assessment is another valuable tool used by the children to improve their work.

Children are set individual targets in reading, writing and maths which help direct the course of their learning and which are referred to during lessons. These 'next steps' are derived from the step score descriptors for each year group and are shared with parents in the children's report.

## **SECTION 6 – REPORTING**

Godinton Primary School uses a range of strategies that keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work.

### **6.1 Parent Consultation Meetings**

In term 2 and term 4 parents are offered the opportunity to meet their child's teacher at parent's consultation evening. Parents may make a further appointment with the child's class teacher in order to discuss their school report in term 6. All parents of children with SEN are invited to consultation meetings three times a year.

## **6.2 Written Information for Parents**

Parents / carers receive a written report of their child's achievements in terms 2, 4 and 6. This reports on all curriculum subjects. The term 4 report is the lengthier of the three reports received during the year and allows time for staff, parents and pupils to act on suggestions made during the rest of the academic year. The report indicates a child's achievement in relation to year group expectations and the effort applied to their work.

At the start of every academic year, each year group gives parents / carers an update on the main areas of study to be undertaken in the 'Welcome to Year group' letters written to parents. This information can also be found on the school website.

## **SECTION 7 – CHILDREN IN CARE (previously known as Looked After Children)**

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC.

## **SECTION 8 – EQUAL OPPORTUNITIES**

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

## **SECTION 9 – MONITORING AND REVIEW**

The Headteacher and Governors are responsible for ensuring that this Policy is monitored. Details of any breaches of the Policy should be brought to the attention of the Chair of Governors.

This Policy is reviewed every two years.