



Sidcot
Live Adventurously

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1. Introduction

1.1 At Sidcot Junior School we believe that effective assessment provides information to improve teaching and learning. To do this in our junior school we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

1.2 Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

1.3 Assessment *of* learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.

1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2. Objectives

2.1 The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning; daily, weekly, termly and end of year.
- to provide the junior and senior head teachers/governors with information that allows them to make judgements about the effectiveness of the school.

3. Planning for Assessment

3.1 We use our school's curriculum framework to guide our teaching. In this framework we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group. In our school curriculum planning, we also identify opportunities for assessment within each broad unit of work. This is against the learning objective but also against Learning Wheel objectives and British Values.

3.2 We use the National Curriculum level descriptors as assessment guidance in the foundation subjects. In the core subjects we use GL assessment materials as part of the complete digital solution. This provides us with continual tracking data and helps us to identify each child's level of attainment and plan for future Teaching and Learning.

We use these tests from J1 – J6. In the EYFS we use the Early Learning Goals and Characteristics of Effective Learning, published by the Government, to track the children's progress and attainment. Development Matters and small steps are tracked each term. In Reception, Tapestry is used to flag and then assess.

3.3 We plan our lessons with clear learning objectives (WALT). We base these upon the teacher's detailed knowledge of each child from prior assessment. We strive to ensure that all tasks set are appropriate to each child's ability. Our schemes of work make clear the expected outcomes for each lesson.

3.4 Teachers share the lesson's learning objective (WALT) with the children as the lesson begins whether (oral or written). They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

3.5 Teachers ask well-phrased questions and analyse pupils' responses to find out what knowledge they have, understand and can do, and to reveal their misconceptions.

3.6 We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

3.7 In the Junior School, the children's progress is tracked termly and year on year and across key stages to ensure all children are making at the least 'expected' progress. Any children who have not made the expected progress are highlighted in Pupil Progress Meetings and are made 'focus' children for the following term/year. These children then have interventions put in place and are monitored carefully. All children in J1 – J6 sit the GL Progress in English test, Progress in Maths test and a 'cold' writing task, in the Autumn term for a baseline and this is repeated in the Summer term.

In the Spring term, children are teacher assessed for Maths and complete a 'cold' writing task which is levelled. Children should be at 'expected' or above by the end of the year. The writing is assessed by end of year criteria. Therefore, each writing piece should show progress, as the year's content is taught.

4. Target-setting

4.1 We set targets termly in English and Maths as well as personal targets. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at the end of each term, during pupil progress meetings with the Assistant Head Academic and Lead Learning Support Teacher. During this meeting we identify focus group children for the coming year and children which need to be monitored. We put strategies in place to ensure all children are reaching their full potential.

5. Recording

5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

5.2 We note only those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.

5.3 We take the objectives for individual lessons from the broad learning objectives within our schemes of work. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them

to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

5.4 We use assessment frameworks to summatively assess children's learning in order to track learning and report to parents.

6. Reporting to Parents

6.1 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 daily/weekly if they have concerns about any aspect of their child's work.

6.2 Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we meet to discuss how their child has settled in and any new targets identified to work on through the term. At the second meeting of the year (which we hold at the end of the spring term) we discuss their child's progress and share their work if needed. At the end of the year parents are offered a meeting to discuss their child's written report.

6.3 At the end of the summer term we provide all parents with a written report detailing their child's progress and achievements during the year. In this report we also identify target areas for the next school year up to J5. We write individual comments on all subjects of the National Curriculum, and on religious education. In this written report we reserve a space for children to give their own evaluation of their performance during the year.

6.4 Reports for pupils at the end of a Key Stage (Year 2 and Year 6) we also provide details of the Levels achieved in the National Curriculum tests and standardised scores in English and Maths.

6.5 We offer parents of pupils in EYFS, the opportunity to discuss their child's Learning Journal with the teacher following their focus week. In this meeting next steps are discussed and these meetings happen three times a year.

6.6 At the start of the Autumn term we hold Curriculum Evenings. Each of our year group teachers give parents an update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the rest of the term.

7. Feedback to Pupils

7.1 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 an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.

7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the end or the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; in KS1 these are sometimes more useful to both parents and teachers.

7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we review evidence to support our judgement. We identify what the child needs to do next to produce (even) better work in the future.

7.4 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

7.5 Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

7.6 In Upper Key Stage 2 we allow time at the beginning of each day/lesson (or arrivals time in the morning) for the children to absorb any comments written on their work, change or correct, answer any questions written on it by the teacher in purple pen, and also to ask any questions of their own. There may also be improvements they can work on during this time. At times we start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8. Inclusion and Assessment for Learning

8.1 We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

8.2 We ensure that we meet the needs of all our pupils, including the gifted and talented and those with SEND or disabilities by continually reviewing what we do, by monitoring data and through asking ourselves questions about the performance of these individuals and groups of pupils. We promote gender and racial equality through our curriculum and PHSE.

9. Monitoring and Review

9.1 The Junior Head is responsible for monitoring the implementation of this policy. We allocate special staff meeting time to monitor work and also moderate and check marking. Subject leads carry out marking scrutinies to ensure feedback is effective.

9.2 This policy will be reviewed every two years, or earlier if necessary.

10. Document Change History

Date of change	Detail of significant changes and any new legislation/guidance taken into account
17.04.2024	Policy reviewed and minor updates made. 3.7 Clearer explanation on how we track pupil progress and more detail on content of assessment included. 4.1 Clearer explanation on how we track pupil progress included. 7.2 Greater detail on how we use written feedback included.