

St Lawrence C of E (Aided) Junior School

Assessment Policy

Aims and Objectives

The purpose of assessment, marking and recording is to:

- actively involve all learners in their learning
- promote learning, motivate learners and emphasise positive achievements
- identify pupil individual needs
- provide feedback to pupils about their learning and future learning needs
- contribute to the raising of the pupils' achievements
- provide evidence for accountability and evaluation, to measure past performance and set targets.

Assessment for Learning

'Assessment for Learning' is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' Assessment Reform Group 2002

The following practices are followed in order to facilitate this:

- clear, child-friendly learning intentions and success criteria shared with pupils at the beginning of the lesson.
- work differentiated to pupils needs.
- teacher modelling expectations.
- pupils' understanding explored through careful questioning.
- pupils given constructive feedback, including 'Next Steps'. Oral and written feedback linked to the learning intention and success criteria.
- pupils are encouraged to assess their own performance through self and peer evaluation.
- pupils are given regular targets which enable them to see what they need to do to make progress.
- year group 'Non-Negotiables' used to set clear expectations for each year group.

Tracking Progress and Analysis of Data

The analysis of data enables teaching staff to identify which 'Step' the child is working at and the progress that the child has made. It helps staff to set targets and plan work for individual and groups and gives staff the information needed for focused discussions with parents.

- Target Tracker will be used by staff to monitor progress in Reading, Writing, Maths, GPS (Grammar, Punctuation and Spelling) and Science.
- each term, teachers assess progress against year group objectives in Reading, Writing, GPS, Science and Maths using a range of summative tests.
- teachers assess foundation subjects against a range of unit criteria with a focus on knowledge, skills and their understanding of subject specific vocabulary.
- all assessments are uploaded onto Target Tracker where reports on attainment and progress can be obtained.
- Headteacher and Deputy Headteacher meet with each teacher every term to analyse pupils' progress in the core subjects.
- pupil progress is monitored against the KS1 results.
- progress is monitored so that children who have not made expected progress are then targeted through either extra support in class, one to one tuition or booster groups.
- assessment opportunities are noted on the weekly subject planning.
- data is used to help set school targets with the Governors and School Improvement Partner.
- analysis of data used to inform the School Improvement Plan
- target setting is used as part of the Performance Management Cycle.

Achievements and attainment are also examined against national expectations, benchmarked information and value-added information. This information is provided to the school through the annual Raise online and analysis from Surrey LA.

Reporting to Parents

Parents are invited to attend two consultations a year in order to talk about their child's progress and an open evening at the end of the academic year. Parents receive an end of year report at the end of the summer term, summarising attainment, progress achievements and areas for development. They are invited to respond in writing or meet with their child's class teacher to discuss the report should they wish to.

Last review date – July 2022

Next review date – July 2025