



Goodmayes Primary School

Assessment Policy

(See also, Marking and Feedback Policy)

1. Introduction

- 1.1 At Goodmayes Primary School we believe that effective assessment provides information to improve learning and teaching. To do this in our 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 progress further 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 Teachers use a range of AfL strategies during lessons, which are designed to give both pupils and staff an indication of each child's progress in that particular lesson. These strategies include "thumbs up" (KS1) and "traffic lights" (KS2), which allow pupils to show whether they have a secure understanding of the work.
- 1.4 We give our pupils regular feedback on their learning so that they understand what 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.
- 1.5 Assessment *of* Learning (summative assessment) involves judging pupils' performance against national standards. Teachers' judgements will be informed by on-going formal and informal assessments 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 National Age-Related Expectations.

2 Objectives

- 2.1 The objectives of assessment in our school are:
 - to enable our pupils to demonstrate what they know, understand and can do in their work;
 - to help our pupils 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 pupil;
 - to provide regular information for parents that enables them to support their child's learning;



- to provide the Head teacher, Governors and parents with information that allows them to make judgements about the effectiveness of the school.
- to support the identification of underperforming individuals and groups;
- to provide information about how individuals, groups, classes and the school are performing against national expectations;
- to provide information for teachers to support the learning of all pupils.

3. Assessment in the Foundation Stage

- 3.1 When pupils enter the Nursery the teacher carries out an “On Entry” assessment (within the first half term) to ascertain their baseline attainment.
- 3.2 On entry into Reception (within the first half term) all pupils are assessed using ongoing observations and assessment activities carried out by the class teacher.
- 3.3 During the Foundation Stage, pupils will have a learning folder/learning journey book, which will be kept in their classroom. A selection of samples of work and photographs will be kept in the folder to provide a record of progress across the curriculum. Pupils and parents are encouraged to look at and contribute to the folders on a regular basis.
- 3.4 The Development Matters document is used as a guide to making best-fit judgments about whether pupils are showing typical development for their age, at risk of underachieving or achieving above their age.
- 3.5 During Parent/Carer meetings learning priorities are discussed and agreed by parents and teachers in the form of next steps. This enables teachers to plan for individual learning.
- 3.6 Teachers also use planned and impromptu observations as a means of recording significant steps in the children’s development.
- 3.7 When carrying out group or individual activities, teachers keep records of whether pupils have achieved the learning objectives for the lesson and use these records to plan for their next steps. The data from the EYFS Profile is collected and published by the Borough.

4. Planning and Assessment in KS1 and KS2

- 4.1 To support our teaching and assessment we use the National Curriculum Documents. Other resources used to support our planning and assessment include the Music Express, the Redbridge Agreed Syllabus for RE and the Redbridge writing/maths assessment grids.
- 4.2 We plan our lessons with clear learning objectives. We base these upon the teacher’s detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each pupil’s ability. Our lesson plans make clear the expected



outcomes for each lesson. In the Lower Phase we use the terms 'WALT' and 'WILF'. In the Upper Phase we use the terms 'Learning Objective' and 'Success Criteria'.

- 4.3** Teachers always share the lesson's Learning Objective/WALT with the pupils as the lesson begins. They also indicate the way in which the activity is linked to the Learning Objective, and the Success Criteria/WILF against which the work will be judged.
- 4.4** Teachers ask differentiated questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misconceptions.

5. Progress and Target Setting (Target-setting for the end of Key Stage Two)

- 5.1** SLT, Year Group Leaders and Subject Leaders monitor pupils' books regularly to ensure pupils are progressing towards/achieving their individual targets.
- 5.2** Targets are set regularly in writing and maths through the marking and feedback of pupils work. This is to ensure that pupils are developing the knowledge, understanding and skills expected for their age as set out by the National Curriculum.
- 5.3** All pupils are set aspirational end of year targets in the autumn term. Senior Leaders monitor that pupils are on track to meet or exceed these, and where possible, expected standards by the end of the key stage.
- 5.4** Assessment including test results, targets, performance descriptors or expected standards are used to ensure that all pupils make the progress their teachers expect and that more able pupils do work that deepens their knowledge and understanding.
- 5.5** Progress in Literacy and Mathematics is assessed by drawing on evidence from other subjects in the curriculum, where this is sensible.
- 5.6** Pupils' strengths and misconceptions are identified and acted on by teachers during lessons and more widely to:
- plan future lessons and teaching
 - remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum
 - deepen knowledge and understanding of the most able

6. Recording

- 6.1** We use 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, e.g. formative, summative.



6.2 We take the objectives for individual lessons from the broad learning objectives within the National Curriculum. Our teachers regularly record the progress of each child against National Curriculum objectives using target tracker. This enables them to make a termly judgement about the progress of each child in Reading, Writing, Maths and Science in relation to the National Curriculum. Judgements for foundation subjects are made annually at the end of each academic year. These are recorded in the form of steps (Working Within, Secure and Secure +).

7. Reporting to parents

7.1 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.

7.2 Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, in the Autumn Term, parents are able to speak with their child's teacher in order to discuss their progress and attainment and to raise any concerns. At the second meeting of the year (which we hold in the middle of the spring term) parents have a formal invitation to review their child's work and progress. At the third meeting of the year parents may meet with the class teacher to discuss their child's written report and the targets identified in it for the next school year.

7.3 During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We inform parents of the attainment, progress and effort on all subjects of the National Curriculum, and on Religious Education. A general comment is written for each child, which reflects upon their attitude to school, their behaviour and interaction with their peers.

7.4 At the start of a term parents are given an update, in the School Newsletter, which identifies the main areas of study for that particular class.

7.5 In the summer term, from Reception onwards, every child chooses various samples of work for his or her Record of Achievement. These books are passed on from teacher to teacher to be completed each year. The children are allowed to take them home when they leave at the end of Year 6.

7.6 At the end of the Foundation Stage the Learning Journey books are passed on to the Year 1 teachers. The parents are able to take these at the end of the Autumn Term of Y1.

8. Feedback to pupils

8.1 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 and feedback, which has been tailored to suit the needs of pupils in each phase. This ensures that marking is consistent within each phase and the children learn to understand it. (Please refer to 'strategies and symbols' in the marking and feedback policy)



- 8.2** 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 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; quite often we write something that is useful to both parents and teachers. (Please refer to marking and feedback policy)
- 8.3** When we give written feedback to a child, we relate this to the WILF/success criteria for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make clear why we think so. In either case we identify what the child needs to do in order to produce better work in the future.
- 8.4** Teachers give pupils feedback, which confirms they are on the right track, and guidance on how to make further improvements.
- 8.5** 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.
- 8.6** In KS2 we allow time at the beginning of lessons for pupils to respond and act upon marking and feedback absorbing any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. 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.

9. Inclusion and assessment for learning

- 9.1** Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 9.2** We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality and including pupils who are disadvantaged, those with disabilities, special educational needs and those at the early stage of learning English.

10. Consistency

- 10.1** Weekly moderation meetings are held by teachers in each year group to ensure consistency of judgements. Senior and Middle Leaders moderate pupils' work to ensure that the appropriate standards are being met. By doing this we ensure that we make consistent judgements about standards in the school.



10.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

11. Monitoring and review

11.1 Our assessment leader is responsible for monitoring the implementation of this policy. The assessment leader's role includes inspecting samples of the children's work, keeping up to date with latest developments in assessment and Assessment for Learning and to observe the policy being implemented in the classroom.

11.2 This policy will be reviewed by September 2018 or earlier if necessary.

Policy Agreed: September 2017 **Policy Review Date:** September 2018