



Assessment Policy – Jan 2024

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Assessment Policy

Introduction

At Godmanchester Bridge academy we believe that effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

We undertake both *Formative* and *Summative* assessments during the school year because we believe they are of great benefit for:

The Pupils

Regular feedback given to pupils on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning.

The Staff, Parents and Governors

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the staff, parents and governors to have a clear understanding of how the school is performing.

Purposes

The purpose of assessment in our school is to provide information: -

- For pupils to demonstrate what they know, understand and can do in their work.
- To help pupils understand how well they are doing and 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 track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information and ensure smooth transition and promote continuity and progression across the school.
- To provide the senior leadership team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and

weaknesses in the curriculum and to utilise this information to inform school improvement planning.

- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their pupils' learning.
- To provide parents with information about the performance of the school.

The Process

On going Formative Assessment

We believe that formative assessment procedures are essential for informing the next stages of planning and helping children to know how well they are doing and what they have to do to make progress. We endeavour to achieve this by: -

- Informing pupils of the learning objectives for each lesson
- Questioning throughout the lesson in order to judge pupil understanding.
- Providing opportunities to review learning throughout the lesson.
- Feeding back to pupils on an on going basis both verbally and in writing matched to the age and the individual needs of the pupil (links to Marking, Feedback and Guidance Policy).
- Sampling pupils' work
- Carrying out diagnostic assessments e.g. using assessment analysis of tests to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

Summative Assessments

Assessments of pupils' Stages are carried out termly in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set intervention groups.

EYFS

- The Foundation Stage Profile and age-related bands of 'Development Matters' are utilised to assess pupils in Reception.

Key Stage 1 & 2

Age related expectation assessments are carried out in reading, writing and maths.

To obtain termly summative assessments we use NFER standardised papers and SATs papers. This system covers:

- Regular testing 3 times per year.
- Tracking of progress across each Key Stage.
- Tracking of progress across each academic year.
- Colour coded reports highlighting different rates of progress.
- Providing information to parents on attainment and progress.
- Providing information to the next teacher on attainment and progress.
- Class teachers ensure that assessment information is recorded on Arbor each term.

Data Analysis

The Headteacher and Senior Leadership Team utilises the assessment data on Arbor to carry out an analysis of the data each term. This information is utilised to inform:

- Pupil Progress meeting discussions
- School Self Evaluation
- School Improvement planning

- Reports to Governors
- School Development Plan
- Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To collate and analyse assessment data and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To inform Governors about the school's performance.

Senior Leadership

- To utilise assessment information to inform them of the effectiveness of practice within their phase and to use this information to raise standards.
- Ensure that all formative and summative assessment takes place within phase.
- Ensure that all data is recorded on the tracking system.
- Ensure Assessment records are updated appropriately.

Subject Leaders

- To monitor the assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments in accordance with this policy and input this onto Arbor.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure that the specific assessments requested by the Special Educational Needs (SEND) Coordinator are carried out for pupils with SEND and that APDROs are maintained and regularly reviewed in accordance with the school's SEND Policy.

Statutory Reporting

EYFS:

- We will report end of year EYFS data to the Local Authority and DFE by the required date during the summer term.

Year 1:

- We will report Phonics screening data to the Local Authority and DFE by the required date during the summer term.

Year 4:

- We will administer the Year 4 Multiplication Tables Check for all Year 4 pupils and report the levels to the Local Authority by the required date.

Year 6:

- We will administer the Key Stage 2 Statutory Attainment Tasks for all Year 6 pupils and report the levels, including the Teacher Assessments for writing, to the DFE by the required date.

Recording

The following systems are used to record assessments:

- Arbor
- Foundation Subject Tracking systems

Teachers may also keep other records appropriate to their class.

Assessment Moderation

- Y6 teachers partake in a cycle of external moderation each year. The moderation consists of visits to school by external moderators or attending moderation meetings. This moderation is carried out by the Local Authority on behalf of the DFE.
- Meetings are held within school between teachers from different Year groups to moderate assessments.
- Meetings are held with other schools in the Trust to moderate assessments.

Monitoring and evaluation

- The Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- English and Maths subject leaders will carry out monitoring on a regular basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

Reporting to Parents

A written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the pupil. They inform parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas for development and improvement.

Parent Consultations

Parent Consultations are held twice per academic year, once in the autumn term and once in the spring term. During the consultation teachers will discuss:

- The pupil's attainment, homework, effort, attitude, attendance and behaviour.
- Their general wellbeing and social integration.

An open afternoon is held at the end of the year to enable parents to see their child's work and discuss their report with the class teacher. In addition meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the pupils' schooling (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the Secondary school at the end of year 6.
- When pupils move schools, information is sent through the CTF (common transfer file).

Equal Opportunities

Equality of opportunity is a fundamental right for all pupils regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every pupil has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations, and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

Policy Details	Date	Signature and Name
Policy approved by Senior Management:	Jan 2024	Claire Pirrie
Policy approved by Senior Governor	Jan 2024	Carl Miller
Date of next review:	Jan 2027	

Policy Section: Section 1B – School Management Policies (Pupils)

Policy reference: GBA 1B/ 01 AS