



Assessment for Learning (formal and informal) Policy

Rationale

Assessment needs to be a continuous process linked to day to day teaching and learning to allow all children to reach their true potential. In St Nicholas' School it is incorporated into our planning and teaching so that children make at least expected progress and in some cases, more than expected progress. We use the National Curriculum and Early Years Foundation Stage as starting points to ensure that children receive the coverage needed in order to progress in our academic environments. We also promote independence and open mind sets to ensure that our pupils become well rounded individuals equipped to engage in the real world.

Teachers, and other school staff assess children's work to:

- Identify gaps in learning, next steps and clear purpose for learning
- Offer encouragement and engage children to take responsibility for achievements
- Monitor and record attainment and progress
- Inform parents and Governing Body about attainment and progress
- Promote self-esteem and attainment
- Celebrate success.

Learning objectives, small steps and success criteria

To support pupils understanding of their learning, children are specifically made aware of, an individual lessons / sequences of lessons, by the use of learning objectives (titles) which identify the learning intent. An objective should be succinct and in child speak eg Mathematicians can “use arrays”, Writers will “use adjectives”, Scientists will “predict”.

Success criteria are linked directly to the learning objective and are identified by teachers and children to allow everyone to know and understand the steps needed to successfully reach the desired outcome. The success criteria can be displayed or stuck in pupil's books so that they can refer back to these within a lesson / sequence of lessons or can be created at different points through the learning journey so that children can refer to it. Children should have a clear understanding as to “why” they are learning.

Adaptive teaching

Adaptive teaching places the emphasis on formative or informal assessment to provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants (EEF, 2022).

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“Love your neighbour as yourself” | Matthew 22:37-39

During lessons adults will work with children to identify support or challenge needs live within the lesson, between lessons or between units of work, adapting the content and levels of scaffolding or stretch accordingly. Adaptations may not always be directly related to the current learning objective or intent but will be linked to an aspect that will enable greater success in this area. It may be a concrete aspect of learning such as the use of punctuation but may also be less tangible such as how to comprehend what a multiple step maths question is asking a child to do and show.

Steps to effective feedback

Feedback is an ongoing process that happens both during and after lessons. It is most effective if it relates closely to success criteria and learning intent and happens live within the lesson. Feedback takes the form of ongoing verbal feedback (VF) and written comments that are used either independently or are combined to take children’s learning to the next step.

Incidental marking not linked to success criteria allows teachers to specifically reinforce pupil’s personal targets or address personal misconceptions that could impact on success across a range of lessons.

Pupils need to be involved in the feedback process so that they are actively involved in evaluating their learning. Other than praise comments that raise self-esteem, feedback needs to be followed up by the child if it is to impact on learning. Children are encouraged to reflect on feedback and action any comments (where appropriate).

See Marking Policy for further guidance on marking.

Summative Assessment

Children in KS1 and KS2 are regularly assessed so attainment can be recorded on Insight and progress evaluated. In maths our school uses White Rose Maths assessment materials – teachers use number knowledge assessment materials recorded informally to promote and assess this area. SmartGrade is used to record White Rose Maths and SATS papers (for Y6 – Maths, Reading and Grammar, Spelling and Punctuation) from previous years that are used termly as well as Phonics Screening Check materials for Year 1. This allows question level analysis. In English, teachers use extended writing tasks and a range of other assessment tools to ensure children are making good progress. Phonics assessments are ongoing using the Unlocking Letters and Sounds resources. Reading is assessed using Fred’s Teaching materials for most year groups (except Year 1 and Year 6) twice a year and the NGRT annually. Other subjects use statements based on the National Curriculum for teachers to assess against.

Statutory Assessment

At key points through primary school, children are assessed against national expectations:

- Baseline assessment
- End of EYFS

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- End of Year 1 (Phonics)
- End of KS1 (SATs) - optional
- Year 4 Multiplication Tables Check
- End of KS2 (SATs)

Key Groups

Most children are tracked throughout the year and monitored using Insight and SmartGrade. Provision Mapping and Individual Support Plans, including those with EHCPs, are a response to children who are demonstrating a particular need and these groups are tracked. Other specific groups such as children in receipt of Pupil Premium funding and other disadvantaged children such as LAC/PLAC are also closely tracked and their progress monitored.

Parents

Parents are informed of pupil progress during Parents’ Evenings and also on annual reports. Parents are also able to make informal meetings with teachers and vice versa if any concerns during the year are noticed.

Date of issue:	March 2025
Review Date	March 2027
To be reviewed	Headteacher, Staff and Governors
Authorised by	Headteacher

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