



# St Nicholas C of E (VC) Primary School

*'Love your neighbour as yourself.'* Matthew 22.37



## Assessment for Learning Policy

**Love Friendship Courage Hope**

### Assessment for Learning (formative and summative)

#### 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 they 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 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.

(This policy has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels.)

[www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report](http://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report).

#### 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.

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 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 also have a clear understanding as to "why" they are learning.

A mixture of enrich and mastery questions are also used to assess deeper learning in lessons.

#### 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 questions. 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. Time is allocated in all classes to allow children to reflect on feedback and action (where appropriate) any comments.

See Marking Policy for further guidance on marking.

### **Summative Assessment**

Children in KS1 and KS2 are regularly assessed and progress and attainment is recorded on Insight. The school has recently updated its maths assessment materials – teachers use a variety of assessment tools including White Rose Maths and CM. In English, teachers use Big Write tasks and a range of other assessment tools to ensure children are making good progress. Other subjects use statements based on the National Curriculum to assess against.

In reading, children are tested during the year in UKS2 using previous SATs papers, in LKS2 and KS1 children are tested using support for reading and the skills grids on Insight.

### **National Assessment**

At key points through Primary School, children are assessed against national expectations:

- Baseline assessment
- End of EYFS
- End of Year 1 (Phonics)
- End of KS1 (SATs)
- End of KS2 (SATs)
- Year 4 Multiplication Tables Check

### **Key Groups**

All individuals are tracked throughout the year and monitored using Insight, Provision Mapping and Individual Support Plans. In addition, specific groups such as children in receipt of pupil premium, children with SEND needs and disadvantaged children 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 2023
Review Date	March 2025
To be reviewed	Headteacher, Staff and Governors
Authorised by	Headteacher