



NORTHSIDE Primary School

Assessment Policy

Last review: February 2024

Ratified: March 2024

Review: March 2026

Rationale

We believe that effective assessment informs and improves learning and teaching. We assess pupils in order to check prior knowledge and understanding and skills. The outcomes of assessments are used as a tool to improve pupil's attainment and progress and to inform and improve teaching.

Key Principles

- Enable the pupils to demonstrate what they know/understand and what they need to do next to make progress
- Enable teachers to use assessment to inform their teaching and plan work that accurately reflects the needs of each child
- Provide additional interventions to pupils below age-related expectations so they can catch up with their peers
- Work alongside parents, providing regular information so they can support their child's learning;
- Use analysis of assessments to inform the School Improvement Plan
- Share analysis of assessments with governors which allows them to make judgements about the attainment and progress of its pupils and the effectiveness of the school's provision.

Northside Values

RESPECT	to respect every child's ability and their needs
PRIDE	to celebrate success through assessment for learning
INCLUSION	to work together with parents so that they are aware of their child's attainment and progress and how they can support their child's learning.
CHALLENGE	to have high expectations of our pupils so they achieve our best
CREATIVITY	to use different styles of learning to support the needs of our pupils
RESILIENCE	to ensure the majority of our pupils attain their age-related expectations and are ready for their next stage of education.

In Practice

Assessments will be summative, formative and ipsative and will be an on-going process with dialogue between pupils, teachers, support staff and parents/carers. Pupils should be aware of their targets (via post it notes) and next steps they need to take in their learning, these are shared with parent through parent/teacher consultations and through an end of year report on their child's progress.

We use the learning objectives and descriptors on an online format to input age related expectation (ARE) for each pupil based on a variety of measures (pupils work, verbal responses, tests and observations). From this each child is logged either: Below (B) Emerging (EME) Developing (DEV) Expected standard (EXS) or Greater Depth (GDS). Each child's attainment and progress is closely monitored as they move through the school.

A baseline assessment is made of all pupils on entry to the school this is used to inform their starting point and to identify any possible gaps in learning.

Planning for Assessment

- Objectives from the National Curriculum are outlined in the school curriculum overviews and opportunities for assessment are identified.
- Lessons are planned with learning objectives and/or questions of enquiry. Each lesson is assessed to identify pupils who did not achieve at the expected level and for those that surpassed them, this informs our planning of the next lesson.

Target Setting

- Targets are set for all children in English and Maths and these are regularly reviewed (see Feedback Policy). These targets are displayed on post it notes in pupils' books, so that they are able to move the post it note along to remind them of what they are working towards. End of year targets are set in the Autumn term taking into account the pupils previous end of year assessment data and the national statutory assessments.

Assessment for Learning

- Assessment for learning (AfL) is integral in all lesson, with the teacher guiding the child to be reflective in their own learning.
- Pupils self-assess at the beginning of lessons against the Northside Learning Zones and then reassess at the end of the lesson to ensure they have made progress through the zones.
- When marking books, staff follow the schools Feedback policy against the learning objective, taking account of the success criteria. Children edit and improve their work through the use of the 'purple pen'.
- Children take part in self and peer assessments giving them the opportunity to be reflective and to take ownership of their learning. This is done as part of lessons and through looking at their individual targets.

Recording

- **Informal** notes, by the teacher and any support staff, are made on the short-term plans as prompts for further planning. We use our annotated lesson plans as a record of progress measured against learning objectives.
- We keep **formal** medium term records. These have the same format for all subjects and show pupils attainment and progress.
- Our medium term records enable us to complete termly assessments for each pupil showing the National Curriculum age related expectations. Foundation subjects are assessed twice a year.

Reporting to Parents

- Parent/teacher consultation evenings are held twice a year giving to discuss the child's attainment and progress. Foundation Stage have termly Focus Meetings.
- Annual reports to parents show the pupil's progress and attainment along with comments about their strengths and areas for development and targets

Feedback to Pupils

We believe that feedback to pupils is very important as it tells them what they are doing well and what they could do even better. This is achieved through the use of the 'purple pen' and individual conferencing times. Where possible children are given verbal feedback on their work. We aim to do this during lessons although we sometimes use the beginning of the next one for this purpose. When time does not allow verbal feedback, we write comments on the children's work.

Tracking progress and monitoring standards

We use an online assessment tool to store data and analyse attainment and progress data on classes, groups and individual.

Pupil Progress Meetings are held termly with the class teacher and Senior Leadership Team (SLT) where programme of support (interventions) for pupils or groups who are 'at risk', falling behind or making inadequate progress are reviewed and planned.

Ensuring Consistency

- Moderation of pupils work in core subjects takes place internally and externally, at least termly, with other local schools by ensuring teachers regularly refer to and use National Curriculum objectives to support judgements through moderation.
- Sampling of pupil's work by SLT and subject leaders
- Regular planned assessment training for all staff