

Review – August 2024

Reviewer – Antonia Harrison

Assessment Policy Primary

Rationale

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that pupils are making expected progress. Assessment is inclusive of all abilities. We celebrate all achievements across a broad and balanced curriculum.

At RGSGQ, we believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning, so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress, so that teachers, pupils and parents are all working together to raise standards for all our pupils.

Aims

The policy aims to:

- Offer engaging, open-ended learning activities tailored to students' starting points, helping them enhance their skills and develop their critical thinking
- Enable students to showcase their knowledge
- Guide students in identifying steps to improve their work
- Utilise ongoing assessments to track student progress, informing future teaching strategies
- Teachers to design lessons that effectively address each student's needs
- Provide parents with regular updates to support their child's learning
- Equip management with data to evaluate the school's effectiveness.

Procedures – Role of staff

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is an effective method for enhancing student achievement. It operates on the idea that students improve most when they understand their learning goals, their current position relative to those goals, and the steps needed to achieve them.

At RGSGQ we:

- Assess students' performance throughout each lesson, adapting and refining the learning process as needed
- Provide opportunities for all students, regardless of age or ability, to ask questions, learn, progress, and reach their full potential

- Ensure that questioning encourages deeper thinking and provides opportunities for critical engagement
- Adjust lesson plans to meet the diverse needs of all students, differentiating learning objectives as necessary
- Set individual, challenging targets in Mathematics and English regularly, discussing these with students to involve them in the process
- Encourage students to assess their own work based on success criteria aligned with key learning objectives
- Provide constructive and informative verbal feedback on assignments in accordance with the Marking Policy
- Offer students the chance to respond, both verbally and in writing if needed
- Conduct termly assessments in all subjects, making relevant comments about student progress, particularly for those below or above the national average
- Assess reading through regular one-on-one sessions with each child and encourage daily reading at home.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is crucial for providing both parents and teachers with insights into a child's achievement and progress. It also informs school-wide target setting and predictions for a cohort's future performance.

Summative assessments include, but are not limited to:

- Baseline assessments
- Completing assessments at the end of EYFS, Key Stage 1, and Key Stage 2
- Offering information about cohort strengths and weaknesses to guide action plans
- Analysing data to review individual and group targets, which helps identify intervention strategies
- Collaborating with colleagues within the school to moderate assessment judgments each term

Use:

- Teachers utilise assessment results to summarise and analyse the attainment and progress of their students and classes
- Teachers apply data to tailor learning plans for each student, ensuring they meet or exceed expectations
- Teachers and leaders examine data across the school to ensure that vulnerable students and those at risk are making progress, and that all students are being appropriately challenged.

Assessments in Primary

- Baseline Assessments
- End of Topic / Units Tests
- Mid-Term Assessments
- Writing Assessments
- Reading Assessments
- Phonics assessments
- End of Term Examinations
- Oral Assessments
- Practical Assessments

Procedures – Role of students

Students are expected to:

- Engage actively in both formative and summative assessments, contributing to their own learning process
- Evaluate their own work against criteria or learning objectives, helping them identify strengths and areas for improvement
- Set personal learning goals based on assessment feedback, fostering a sense of ownership over their progress
- Receive constructive feedback from teachers and peers, using it to understand their progress and next steps
- Ask questions during assessments to clarify expectations and deepen their understanding
- Reflect on their learning experiences and assessment results to adapt their study strategies and improve future performance.

Procedures - Role of parents

Parents are expected to:

- Use the termly overview that identifies the main areas of study to support any elements of the work during the term
- Contact the school if they have concerns about any aspect of their child's work
- To attend parent consultation evenings so that parents can discuss their child's attainment and progress and overall performance at school.