

Policy: ASSESSMENT	Status: FINAL	Policy Number: POL_012
Author(s): John Dexter	Date of issue: 23 November 2021	Version: V1
Approved by: The Governing Body	Effective: 23 November 2021	Review Date: 23 November 2022

Goodnestone is a place of learning where all are nurtured and supported. Goodnestone has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we include all by showing friendship to each other, valuing their unique contribution.

Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.

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The core purpose of assessment within the Federation of Goodnestone and Nonington CE Primary Schools is to ensure teaching and learning is effective.

To ensure this high standard of teaching and learning teachers provide feedback to pupils that:

- recognises pupils' progress towards success criteria
- provides pupils with a model to improve their work
- challenges pupils to extend learning
- promotes self-assessment and sets pupil expectations.

Pupils are encouraged to be part of the assessment process by reflecting on their progress towards success criteria in lessons, self-evaluation of personal learning and collaborative evaluation with learning partners.

We value and recognise the role of parents in their children's education so our school shares information with parents to enable them to support their child.

As an inclusive learning community, rooted in God, this assessment applies to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

Statutory Requirements

The Federation of Goodnestone and Nonington CE Primary Schools complies with all requirements of summative assessments within each key stage. Arrangements can be found within the DfE website at:

<https://www.gov.uk/government/consultations/primary-assessment-in-england>

<https://www.gov.uk/government/publications/national-curriculum-and-assessment-information-for-schools>

21 Steps

Our schools use the 21 Steps as an assessment tool to track pupils through the National Curriculum for Reading, Writing, Mathematic and AT1 in Science. The 21 Steps were formulated as part of a multi-collaboration working party designing a response to assessing within the new National Curriculum. The working party ethos was directed by the following criteria:

- Schools should work in collaboration, for example in clusters, to ensure a consistent approach to assessment;
- External moderation is an essential element in producing teacher assessment that is reliable and comparable over time;

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- Schools should be prepared to submit their assessment to external moderators;
- Pupils should be assessed against objectives and agreed criteria rather than ranked against each other;
- Pupil progress and achievement should be communicated in terms of descriptive profiles.

The 21 Steps enable schools leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. Teachers understand national expectations and assess their own performance in the broader national context. They enable pupils and parents to understand how pupils are performing in comparison to national expectation.

The working party formulated criteria that describe pupils' achievement at different points of their learning journey through the new National Curriculum. There are three learning steps in each year group and pupils who achieve the 21st step will have mastered the National Curriculum.

The school moderates pupils' work with other schools within our collaborations.

We collect teacher assessment every seasonal term for all pupils and every term for vulnerable groups identified and targeted for acceleration across a term, to ensure the achievement of all pupils. This information is stored electronically in files using the platform Microsoft Teams and is used to evaluate individual pupil progress and arrange additional support and provision where necessary. Data is discussed with teachers at pupil progress meetings, provision map review meetings and when appropriate throughout the academic year.

Other Assessments

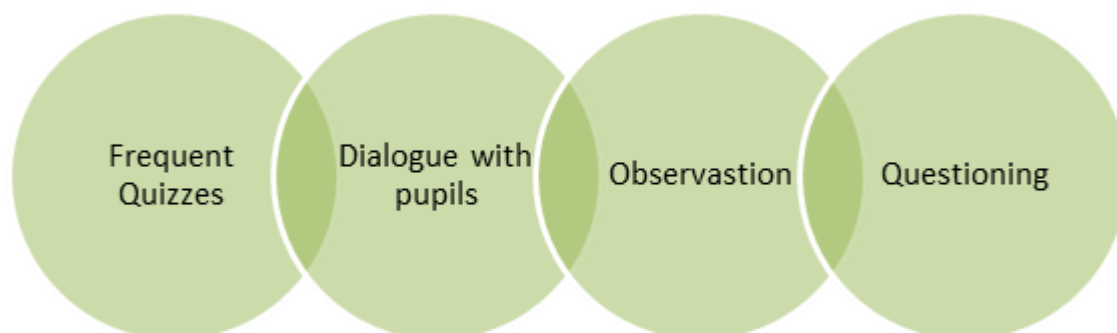
Our school also tracks pupils' reading ages using the Salford Reading Test and tracks pupils' phonic understanding through the Letters and Sounds phases (see separate policies for reading and spelling).

We use curriculum maps, which have been designed, monitored and developed by our teachers and leaders across Aycliffe, Goodnestone and Nonington, to inform teachers' planning, assessments and pupils' next steps across subjects. Year group learning expectations ensure appropriate expectations for pupils' learning both within and across key stages. Each teacher records up to date information on pupil progress and attainment in curriculum foundation subjects and these documents are stored electronically in files using the platform Microsoft Teams. Teachers are given staff meeting time, as appropriate, to support the assessment process of foundation subjects.

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Assessment for Learning

Teachers make regular use of effective formative assessment in order to identify how pupils are being successful. Strategies include:



Teachers use assessment for learning as informing their impact and next steps.

Marking

When marking the following approach is taken:

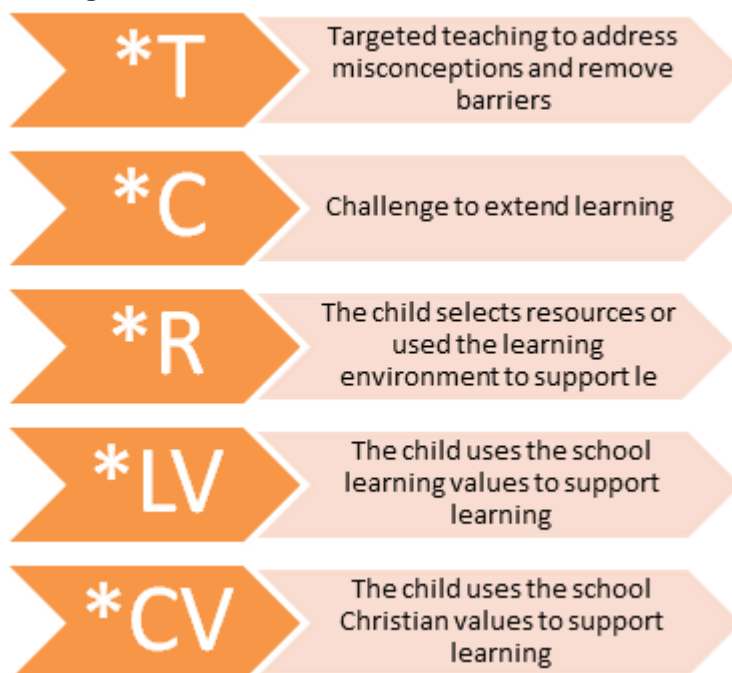


Our school priorities feedback within lessons, catching pupils in the moment.

Within the lesson the teacher uses **catching in the moment** to give written and oral feedback to address misconceptions or challenge learners to extend learning. Teachers will, where appropriate, annotate the work to detail the intervention undertaken. The teachers will mark work with the pupils as part of this process. Pupils will be given clear expectations through feedback to ensure high standards of presentation.

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Key symbols for **catching in the moment** are:



When developmental marking is used:

In English, the developmental comment might include a model for the pupils to make their improvement. Pupils always respond to developmental feedback.	In Mathematics, the developmental comment includes a model for the pupils to make their improvement or a question for reasoning explanation. Pupils always respond to developmental feedback.	In Science, marking may focus on extending learning through open-ended questioning or clarifying process or knowledge. Pupils always respond to developmental feedback.
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Teacher-Parent Meetings

Formal and informal consultations are available to parents three times a year, during which pupil achievements and next steps are shared with parents. Parents of the most vulnerable pupils in our school take part in structured conversations to maximise parental partnerships.

The school provides an annual report for parents of their child's achievements and next steps. Parents have the opportunity to seek a consultation following the receipt of these reports.

Through the sharing of all of this information we aim to enable all families to engage with their child's personal development.

Transfer to other schools

When a child transfers from our school to another, all relevant records are sent via a Common Transfer File, as well as their individual records and their most recent books as soon as possible.

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Effectiveness of Assessment Policy

The effectiveness of this assessment policy is monitored regularly through book monitoring led by subject leaders and reported to the governing body.

The school's assessment policy is shared with all agencies the school works with to ensure all stakeholders understand the school's approaches.

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The Federation of Goodnestone and Nonington CE Schools recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

John Dexter, Executive Headteacher

September 2020