Carbeile Junior School

ASSESSMENT POLICY

PH – May 2026

Introduction

We believe that effective assessment provides information to improve learning and teaching. We give learners regular feedback on their learning, both through minimal marking and maximum verbal feedback, so that they understand what it is that they need to do better. All lessons are therefore based on a detailed knowledge of each pupil. We give parents verbal and written reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and Objectives

The principles of assessment in our school are that:

- Assessment is at the heart of teaching and learning
- Assessment is ambitious and sets high expectations for learners. It embodies, through objective criteria, a pathway of progress and development for every child
- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for students to demonstrate and review their progress
- Assessment is fair, honest and is inclusive of all abilities
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
- Assessment outcomes are shared regularly with parents, at Parent Consultation evenings and in reports.
- Assessment judgements are discussed at Pupil Performance meetings termly.
- Assessment places achievement in context against national standardised criteria and expected standards
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
- Assessment outcomes are used in ways that minimise undesirable effects

Through these principles, assessment should:

- Enable our children to demonstrate what they know, understand and can do in their learning
- Help our children understand what they need to do next to improve their learning
- Allow teachers to plan work that accurately reflects the needs of each child
- Provide regular information for parents that enables them to support their child's learning
- Provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning.

There are two distinct types of assessment used by the school: **Assessment for Learning** and **Assessment of Learning.**

ASSESSMENT FOR LEARNING

Assessment for Learning (formative) helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

The purpose of <u>Assessment for Learning</u> is to:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next (feedback and next steps)
- Promote immediate intervention based on judgements of understanding of the lesson objective..
- Promote immediate intervention based on progression of differentiated WILFs to ensure learning is moved on (or back) quickly enough.

<u>Implications for teaching</u>

The teacher will:

- Provide continuous verbal and written feedback which identifies strengths and the next steps for improvement (see feedback below)
- Promote pupil involvement in self-assessment through a range of Assessment for Learning strategies/techniques at an age appropriate level
- Act on insights gained to inform next step targets
- Plan against what children know/can do/understand and annotate planning to show adjustments made during the lessons
- Provide opportunities for all pupils to demonstrate their achievements (use of visualiser to highlight positives and to create discussion points regarding areas for development).
- Make standards and objectives explicit to pupils
- Engage Teaching Assistants in assessment of the child/children that they are working with
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in HOQ questioning with thinking/discussion time
- Impact on learning and the learner.
- Ask children to demonstrate their confidence regularly and intervene accordingly.

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known and shared success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills to enable them to make progress and be ambitious for themselves

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<u>ASSESSMENT OF LEARNING</u>

Assessment of Learning (summative) is more associated with judgements based on grades and ranks and with public accountability.

The purpose of <u>Assessment of Learning</u> is to:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support

- Hold the school to public account

Implications for teaching

The teacher will:
- Provide a termly summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding and clearly communicate these with all pupils
- Personalise learning through adaptive teaching so that every child has any barriers to learning removed, through next step planning and identification of need for intervention groups
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations
- Mark and measure against expectations outlined in the National Curriculum
- Moderate their judgements regularly both within their year group and across the school.
- Be given the appropriate training/CPD opportunities in order to assess accurately.
- Share their assessment judgements with parents in order to inform parents of pupils' development and progress, foster an effective home-school link and promote home learning.
- Analyse data for key groups such as SEN and Pupil Premium children.
- Set home learning tasks regularly that consolidate learning.

The pupil will:
- Know what they need to do to improve their learning
- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required
- Ask questions about what they want to know or do not yet understand

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We use formal Assessment of Learning procedures to measure outcomes against all schools nationally.

Good assessment practice will:
- Enable the active involvement of pupils in their own learning by providing effective verbal feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Guide and support the teacher as planner, facilitator and evaluator
- Enable the teacher to adjust teaching to take account of assessment information, to focus on how pupils learn, and draw upon as wide a range of evidence as possible using a variety of assessment activities
- Raise standards of attainment and behaviour, and improve pupil attitudes and response
- Track pupil performance and in particular identify those pupils at risk of underachievement and use this information to identify intervention groups
- Provide information which can be used by teachers and leaders as they plan for individual pupils and cohorts
- Provide information which can be used by parents or carers to understand their child's strengths, weaknesses and progress
- Provide information which can be used by other interested parties

- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

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FEEDBACK

Rationale

There is no reliable evidence to support the effectiveness of written marking (EEF report – A Marked Improvement). Written marking, which is individual, results in an over reliance on very specific comments and so pupils do not develop their own understanding of how to improve their work. Faster feedback, for example verbal feedback, that occurs within a lesson, is more effective as research shows that learners find it easier to improve if their mistakes are corrected quickly.

Key principles of Carbeile Junior School feedback

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Children have a very good understanding that mistakes should be celebrated and are necessary for the children to learn (children know that our brains grow when we make a mistake).

Feedback is effective when it is timely (not too late after the task), frequent (not too scarce) and acted on (not ignored). There are many ways of giving effective feedback without written marking:

- Peer evaluation using a checklist
- Self-evaluation
- Purple pen self-marking
- Self-checking work and correcting mistakes using a modelled exemplar (eg. using a ruler/overlay line by line to aid visual tracking)
- Live whole class feedback (during the lesson, possibly with a visualiser)
- Live individual/group feedback (during the lesson)
- Learning patrols by teacher/TA
- Peeling off groups/peeling back groups when assessing the learning
- Mini whiteboards
- Pit stops
- Modelled exemplar from the teacher
- WAGOLLS
- At the end of the lesson, to ensure high expectations are maintained, ALL work is reviewed by the teacher to address any misconceptions and inform possible feedback in the next lesson
- Whole class verbal feedback (next lesson)

Feedback Approaches in Maths (including the list above)

- Teachers/TAs will have the answers to all calculations
- Answers are self-checked/adult-checked after an appropriate number of calculations
- Adults sit with a target group (swap teacher/TA as necessary in the lesson)
- All calculations will be checked
- Opportunity to correct misconceptions and errors
- If no errors, there should be an extension task (possibly problem solving)
- TA will feedback to the teacher about the progress of their group/whole class

- The target group will be selected depending on need in each lesson.
- There is weekly positive acknowledgement of their learning. This could take the form of a sticker, team points, merit, positive comment, smiley face. This could be done with the target 'marking' group from the lesson.
- Exceptional learning should ALWAYS be acknowledged.
- Targets should be set with the children when working in a group with the teacher.

Feedback Approaches in Writing (including the list above)

- Please refer to the Talk4Writing WAGOLL also
- Toolkits provided for self/peer assessment
- For the **'imitate'** phase, adults sit with a target group (swap teacher/TA as necessary in the lesson). The children in this group will receive live feedback throughout the lesson and a positive acknowledgement at the end of the lesson may be given. A 'marking group' will receive a positive acknowledgement from the teacher once their work has been reviewed.
- For the **'innovate'** phase, adults sit with a target group (swap teacher/TA as necessary in the lesson). ALL children's writing will be reviewed, with common errors being noted and addressed in the next lesson during whole class/group feedback. Individual children will be identified based on their learning, for targeted intervention in the next lesson. A 'marking group' will receive a positive acknowledgement from the teacher once their work has been reviewed.
- Spellings errors will be identified in green in the majority of books every lesson for correction. Children will write these in their journal.
- To ensure all errors are addressed, and that future writing is improved, the modelled paragraph will be prepared prior to the next lesson.
- Approximately once a week, there is some positive acknowledgement of their learning. This could take the form of a sticker, team points, merit, positive comment, smiley face. This should be done with the target 'marking' group from the lesson.
- Exceptional learning should ALWAYS be acknowledged.
- For the **'invent'** phase, the focus must be on quality rather than quantity; whole stories are not always required. This would enable more targeted and focused feedback.
- ALL children's writing will be reviewed, with common errors being noted and addressed in the next lesson during whole class/group feedback. This will give the focus for the editing task. A 'marking group' will receive a positive acknowledgement from the teacher once their work has been reviewed.
- When editing is required, writing should be conducted on the left-hand page, with the improved, edited learning on the right-hand page. (opposite applies for left-handed children)
- Spellings errors will be identified in green for correction. Children will write these in their journal.
- Handwriting and pencil grip will be assessed early in Year 3, with improvements recommended as needed.
- There is weekly positive acknowledgement of children's learning. This could take the form of a sticker, team points, merit, positive comment, smiley face. This could be done with the target 'marking' group from the lesson.
- Exceptional learning should ALWAYS be acknowledged.
- Targets should be set with the children when working in a group with the teacher.

Feedback Approaches in Topic (including the list above)

- Opportunity to correct misconceptions and errors
- There will be positive acknowledgement of children's learning. This could take the form of a sticker, team points, merit, positive comment, smiley face.
- Exceptional learning should ALWAYS be acknowledged.
- If doing extended writing in Topic, toolkits should be used. Green spellings.

Feedback Approaches in Science (including the list above)

- Adults sit with a target group (swap teacher/TA as necessary in the lesson)

- Opportunity to correct misconceptions and errors
- TA will feedback to the teacher about the progress of their group/whole class
- There will be positive acknowledgement of children's learning. This could take the form of a sticker, team points, merit, positive comment, smiley face.
- Exceptional learning should ALWAYS be acknowledged.

SEND Code of Practice
All children will be assessed, as appropriate, throughout the key stage. However, children with Special Educational Needs may be further assessed by the SENCO (Special Education Needs Coordinator) in order to provide a suitable level of support. This will include additional reading, spelling and other diagnostic testing. The SENCO will keep records of all testing undertaken and co-ordinate, and liaise with, all staff involved.

Monitoring and Evaluating
1. Assessments - The headteacher will collect, collate and analyse results for assessment. These will include Standardised Tests and KS2 SATs.
2. Standards - Ongoing standardisation within year group meetings through regular sampling of work produced by pupils.
3. Pupil Performance – The Senior Leadership Team will meet each teacher to discuss individual pupil performance to identify any barriers to learning, interventions and target groups.
4. Class files – headteacher to check class files once a year to ensure the system is operating efficiently.

Professional Development
1. Headteacher to attend appropriate courses and keep up to date regarding assessment.
2. Headteacher to support teachers in assessment as appropriate
3. Headteacher to involve Curriculum Co-ordinators and teachers in assessment procedures.

Document Links
Curriculum
Teaching & Learning
SEN

Policy Review
Once approved by the Governing Body, the policy will be available to all staff and parents and stored as a hard copy by the Clerk and Headteacher.

Headteacher: Mr P Hamlyn

Chair of Governors: Mrs. S. Morton

Date: 8th May 2026

Review Date: May 2028