



Assessment Policy

This policy should be read alongside our Curriculum Policy and Marking and Feedback Policy and

**This policy was last revised and adopted by the Governing Board in:
June 2024**

After each revision the policy is circulated to all Governors, school staff and displayed in the staff room and on the school website.

The policy is to be reviewed by the Governing Board in: 2027

Mission Statement

Jarrow Cross Church of England Primary School provides a caring Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential.

Aims

The aim of Assessment is to provide a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Assessment for learning

Assessment for learning is a natural part of teaching and learning; it's constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. Our planning has been modified to reflect this and teacher's and teaching assistants plan and evaluate on a daily basis.

To achieve this at Jarrow Cross Primary we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating success criteria or activities where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy

- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school

Assessment Cycle

Assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

At Jarrow Cross:

- Results from Statutory tests - Foundation Stage Profile End and of Key Stage Tests feed into our tracking system
- To monitor progress and attainment, Assessments are entered into our Tracking System each term. That information is then used as part of our Pupil Progress Meetings.

This regular review of data gives teachers the opportunity to quickly identify any child or groups of children who are not making expected progress. This discipline of regularly analysing pupils' attainment ensures that every pupil receives the correct intervention support or programme to help them progress. Intervention is then planned on our Provision Maps and closely monitored during the period in which it is received.

Assessment without levels

The school tracks pupils' progress using a combination of formative and summative assessment. Summative assessments for Reading, Writing and Maths will take place at the end of each term. Jarrow Cross assesses children as emerging, developing or secure and at a mastery level of 1,2 and 3 in the year group objectives in which they are working.

Science and Foundation Subjects are assessed twice yearly against subject specific objectives. Children are assessed at working towards, meeting and exceeding.

From that point group analysis is also undertaken.

Children working below age related expectations are assessed against the standard of an applicable year group.

Monitoring

Monitoring of the standards of the children's work and of the quality of teaching is the responsibility of the SMT Team.

The SMT monitor planning, complete work scrutinies and discuss work with pupils. (Pupil Voice). During these monitoring sessions, the SMT are looking for well-planned activities, which build sequentially and are reactive to the needs of the children and indicate good use of Teacher Modelling and success criteria. Books are expected to reflect feedback to pupils which gives points for future improvement and work must be marked in accordance to our Marking and Feedback Policy.

Regular moderation meetings with all staff are held which run alongside Local Authority moderation sessions.

Subject co-ordinators and the SEN co-ordinator also monitor subject specific books, planning and meet with children to discuss their work. (Pupil Voice)

The focus of monitoring may differ for example it may be to monitor the progress of Pupil Premium and Non Pupil Premium children, SEND children or have a particular whole school focus. Monitoring is also used to identify the proportion of children in each cohort making expected and more than expected progress against national standard. From that point, group analysis is also undertaken.

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self - esteem.

**This policy will be reviewed every three years as part of our policy cycle.
Presented to Governors June 2024**

Reviewed: June 2027

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Appendix 1 Adaptive Teaching

Adaptive teaching is not differentiation and does not involve setting different tasks for learners, it's a way of breaking tasks down to support learners.

Differentiation focuses overly on task design and can limit expectations for learners. Adaptive teaching is how teachers can help all learners reach the same goals and learn the same skills and concepts. If used well, adaptive teaching should result in fewer knowledge gaps.

Teachers need a clear understanding of where pupils are with their learning and the differences they are bringing to the classroom. Having a sound grasp of prior knowledge and potential barriers to learning - pre teaching

Plan to promote the independence and participation of all pupils through teaching.

Respond to what is happening

- Targeted support to those struggling - keep up not catch up. Daily intervention.
- Model tasks
- Flexible groupings
- Effective use of TA

Examples

- Read a text out loud
- Show/ draw a diagram
- Use an analogy that children will understand
- Scaffolding
- Peer support

If you see a need for adaption, make it straight away. What will benefit one learner will benefit them all.

Writing tasks

To produce a piece of writing some children struggle to complete all writing processes together (composition, features, transcription)

Spend time practicing and developing the key features (not being expected to dip into different features. Eg third person

In a lesson delivering relative clauses- All pupils should be taught relative clauses, adults may follow up with a group to recap previously taught clause structure, provide concrete scaffolds, sentence strips to ensure the prior knowledge is secure.

Story writing - for some to develop and secure transcription skills, the composition may need to become less of a priority (vocab banks, sentence starters, retelling sections with picture supports) to achieve the necessary transcription skills to communicate their stories.

Focus on composition or transcription.

Keep the content and features of writing the same but complete a more straightforward version.

Think about the skills that children are required to use in each lesson and adapt.