



Assessment Policy

Purpose:

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. It will set out the rationale and practical application of assessment at Langstone Junior Academy and will ensure that assessment practice in school adheres to Langstone Junior Academy's Vision and Values.

Langstone Junior Academy promotes assessment practice that underpins all teaching and learning. It is embedded in lessons and consistently informs the content and direction of learning. Teachers ensure that assessment actively involves learners, engaging them in decision making, motivating them to take responsibility for their own learning – this promotes the vision and ethos of the school. The constructive feedback that a learner receives helps them to identify next steps for development and empowers them to drive their own improvements.

Final/ Summative assessment is generated from a wide range of evidence including objective assessment tasks and the result of rich and immersive learning opportunities. Ongoing records are kept that also support final assessments to ensure that they are robust, reliable and consistent. This is then further supported by internal and external moderation tasks.

The teachers will:

- Identify assessment opportunities at all stages including at the stage of planning – this may include entry assessments to units of work, on the spot assessment techniques and tracking of 'Key Performance Indicators' (KPIs)
- Share work regularly with one another during Planning, Preparation & Assessment time (PPA) to moderate judgements for the ongoing tracking of KPIs
- Pupil Progress notes will be reviewed half termly and kept in 'mark books' (these form part of the assessment cycle that can be found in Planning & Assessment Guidance) - these will identify target groups/ children for each half term to ensure slow achievement is addressed in a timely manner
- Record Assessment for Learning notes in 'mark books' to support planning and overall assessment of reading when written evidence is not available

The children will:

- Use 'written reflections' as a means to assess their own progress within a lesson
- They will carry out formal evaluations when appropriate
- They will record detailed reflections on their learning that informs next steps

Communicating with parents about 'Assessment & Learning'

Parents will be provided with information regarding the progress of their child. In both the Autumn and Spring Term, they will be invited to attend a Parent's Evening where they will be given an outline of the KPIs for Reading, Writing and Maths indicating their child's strengths and development areas. At the end of the year, they will receive a written report with information regarding their child's attitude to learning and stage of development.

Children working outside of their Age Related Expectations:

Some children may be significantly below their age related expectations because of their SEND. For such pupils it is important to assess their learning using a wider range of tools. This may be different for every child but could include assessment information regarding their spelling or reading age. The Assessment Guidance can also be used to determine at which chronological point in the curriculum the children are working at.

Signed _____

Headteacher

Chair of Governors

Policy Adopted and Ratified: 1st Feb 2024

Review Date: February 2026