
Ranvilles Junior School Assessment for Learning Policy

1. ACCESSIBILITY

This policy is available in large print or Immersive Reader. Please contact the school office who will be happy to arrange this for you

2. PURPOSE OF POLICY

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

3. APPROVAL

Approval date: 19 March 2025

Date for next review : March 2027



4. **INTRODUCTION**

Principles of Assessment:

- **Assessment will be valid** – it will be specifically designed to measure pupils' achievement of the intended learning outcomes.
- **Assessment will be reliable** – approaches will be consistent and measured in relation to statutory guidance and learning outcome examples.
- **Assessment will be equitable** - The school recognises that different assessment methods may be appropriate for different learning outcomes, and it therefore encourages (in a way that is consistent with the intended learning outcomes being assessed) a diversity of assessment methods to allow all students to demonstrate their knowledge, understanding and skills. The school will make individual assessment arrangements for students with disabilities and other special requirements, and will ensure that appropriate processes are in place to consider and address such needs.
- **Assessment will be explicit and transparent** - learners will be advised of the purpose and requirements of the task. Feedback to pupils will be related to the stated learning outcomes and specific assessment criteria as underpinned in our Feedback policy. Assessment outcomes will be shared with parents and guardians at the appropriate times.
- **Assessment will support the student learning process** – Pupils will receive timely feedback on assessed work and the criteria against which these outcomes are assessed. They will be supported through the target setting process to identify how they can improve their performance.
- **Assessment will be efficient** - Assessment will be efficient for both pupils and teachers so that learning outcomes are not overly assessed and that knowledge and skills can be sampled, monitored and moderated.

5. **REFERENCES**

Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1
- National Curriculum
- Excellence and Enjoyment

6. CONTENT

Assessment for learning lies at the heart of curriculum planning. Targets are identified through careful analysis of a range of learning outcomes and planning is influenced by core targets to meet the needs of pupils.

The responsibilities for assessment for learning are internally distributed to pupils, teachers, subject leaders, middle leaders, senior leaders and the Headteacher alike. The process for assessment for learning is identified in relation to daily, weekly, half/ termly and yearly actions with the Senior Leadership Team monitoring the quality of provision to ensure the needs of the children are met.

All teachers and leaders (at all levels) maintain a focus on formative and summative assessment to ensure teaching and learning is adapted to meet the needs of children. The Headteacher regularly reports assessment outcomes to the Governing Body where analysis of progress and attainment influences strategic planning. Professional development and reviews are integrally linked to assessment for learning, appreciating maximising pupil progress is a fundamental core purpose.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons. Examples of techniques include questioning, pupil conferencing and book / work analysis.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve. Examples include opportunities for pupils to 'Practise, Prove, Perfect' key areas for learning that require revision and consolidation to be fluent and accurate, prior to being confidently employed for generalisation and adaptation.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve. Examples of practice include sharing end of term learning behaviours assessments, sharing core assessments mid-year, setting targets, sharing work in termly Open Mornings and planned Parent Evenings and through an end of year summative written report.

In-school summative assessment

Effective in-school summative assessment enables:

- **School 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.



Examples of practice include:

- Whole school data analysis of all groups in correlation with work sampling, book analysis and intended learning outcomes
- Standardisation through moderation
- Every Child Count Meetings to review attainment and progress in relation to projected expectations and in alignment with the school's 'Success for Learning Plan'.
- Reviews in partnership with senior and middle leaders to challenge and support effective provision
- Review and evaluation in partnership with the school's Lead Learning Partner from the Local Authority

Teachers evaluate learning at the point of teaching and learning, at the end of a unit and half-term to evaluate the impact of their own teaching.

Examples of practice include:

- Implementing the agreed internal Assessment for Learning Framework
- Ongoing evaluation of age-related expectations
- Planned independent assessments to validate daily Teacher Assessments
- Review of key priority objectives identified for revision and consolidation in 'Practise, Prove, Perfect' (an intervention to close learning gaps)
- Review of partnership work with Teaching Assistants to maximise impact
- Evaluation of adaptations made for inclusion
- Partnership work with SENDCO to evaluate the impact of interventions
- Assessment discussions planned with senior leaders in Every Child Counts Meetings

Pupils will understand how well they have learned and understood a topic or course of work taught over a period of time. Feedback on how they can improve will be shared regularly.

Examples of practice include:

- Evaluation of the impact of feedback
- Whole class feedback / group feedback
- Individual pupil conferencing
- Target setting
- Guided Reading / Writing
- Focused independent tasks

Parents will be informed of achievements, progress and wider outcomes of their child across a period of time. We recognise and value the opportunities to work in partnership with parents. We also operate in an open and transparent way to ensure



that parents know where children are in their learning relative to age-related expectations.

Examples of practice include:

- Three Learning Behaviour reports sent home at the end of each term
- A mid-year report
- An end of year report
- Planned meetings with the SENDCO
- Open Mornings every term
- Parent Consultations
- Scheduled appointments
- Weekly ClassDojo learning reviews
- Age-Related, 'I can' statements on the website to advise parents of expectations
- Regular update in relation to Individual Education Plan outcomes
- Attendance updates (reviewed daily and formally every six weeks)

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School 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** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally
- **Benchmarking and analysis will be considered in reflection of the school cohort characteristics**

7. Inclusion

The principles of this assessment policy apply 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.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this will account for the amount of effort the pupil puts in as well as the outcomes achieved.



For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Senior leaders are responsible for leading assessment across the school and supporting all colleagues to implement the policy with confidence and accuracy. New teachers are supported through induction and regular training. All teachers access the 'Ranvilles Assessment Procedures' that outline the responsibilities of stakeholders in relation to formative and summative assessment.

Training is planned for in staff meetings and teachers are given dedicated time to focus on assessment. Subject leaders support colleagues to make informed and accurate judgements, working in partnership with them to challenge and support. Leaders moderate assessments periodically and collate examples.

Training is available from experts through the software the school subscribes to. The school also works in partnership with colleagues from other schools to review and evaluate assessment for learning.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring to ensure that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school
- Supporting the school to secure good outcomes in relation to its analysis of cohort needs

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups



- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities
- Developing knowledge and expertise through performance management opportunities and team work

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with and upholding the standards and assessment expectations for the subjects they teach
- Keeping up to date with developments in assessment practice

7. APPENDICES

None.