

Netherton Junior & Infant School Assessment for Learning Policy 2024 - 2026



This policy will be reviewed every three years and has been agreed by the governing body of Netherton Junior Infant School and will be **reviewed again in September 2026**

Date agreed by GB:08.05.25

Aims and Objectives

Purpose

This policy reflects the values and philosophy of Netherton Junior & Infant School in relation to the assessment of learning. It gives a framework to which all teaching and support staff work in the classrooms. It gives guidance on planning, assessments and reporting. The writing of this policy has been informed by consideration of the following documents which continue to support the assessment for learning at Netherton Junior and Infant School.

2014 National Curriculum in England: All programmes of study

<https://www.gov.uk/government/collections/national-curriculum>

EYFS Statutory Framework 2023

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

EYFS STA National Baseline planning and assessment tools

<https://www.gov.uk/government/publications/2024-reception-baseline-assessment-assessment-and-reporting-arrangements-ara/2024-reception-baseline-assessment-assessment-and-reporting-arrangements>

KS2 Teacher Assessments at the end of KS2

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

Optional teacher assessment guidance KS1 2025

<https://www.gov.uk/government/publications/key-stage-1-teacher-assessment-guidance/key-stage-1-teacher-assessment-guidance>

Integris system

Wakefield Metropolitan District Council Moderation Materials

Wakefield Metropolitan District Council assessment and reporting arrangements

KS1 & KS2

Wakefield Metropolitan District Council CPD and Network meetings

Heads together meetings

School Improvement Advisor Days

Little Wandle phonics scheme, planning and assessment tools

Whole Class Reading structure and assessment tools

Spelling Shed planning and assessment tools

Literacy Shed plus planning and assessment tools

Grammarsaurus planning and assessment tools

White Rose Maths Hub planning and assessment tools

Science Snapshot planning and assessment tools

Twinkl planning and assessment tools

Test Base assessments and tools for assessing

Blooket and Kahoot (online quiz tools)

Audience

This policy document, having been presented to and agreed upon by the teaching staff and Governing Body, is distributed to all members of the teaching staff and the Standards Committee of the Governing Body. Further copies of this policy are available in the general office, on the school network and on the school website.

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment is crucial if we are to ensure that learning at Netherton is irresistible. Effective assessment for learning means lessons are well pitched and planned, have pace and challenge and foster good behaviour through engagement of all pupils. Use of assessment within and following lessons ensures we are finding the genuine point of new learning and avoid re-teaching what the children already know, that we maximise time learning (rather than time teaching) and that learning is personalised.

We aim to develop a 'have a go' mindset within the classroom where everyone can develop resilience: where there is a consistent, positive message; learning is practical; there are opportunities for children to lead their own learning and successes are celebrated.

Roles and responsibilities

The Assessment Cycle has been developed to enable everyone to have ownership of their role within our school community.

Teachers have a shared role developing targets across school to enable children to make the best progress possible. To constantly use summative and formative assessments to make accurate judgements half termly. To ensure all pupils needs are met through marking and next steps.

Learners have a shared role responding to feedback and marking to meet their targets and responding with a positive attitude to learning. They also have a responsibility in completing homework on time.

Parents have a shared role using the next steps information outlined on the termly reports to help children at home throughout the year and ensure children are completing weekly homework.

The Governing Body will review data to ensure all groups and pupil needs are catered for effectively and will critically challenge where necessary.

The Senior Leadership Team will maintain an overview of individual, group, cohort and school data. Regular opportunities are built into the process to ensure all groups and individuals are making progress and achieving. Termly Pupil Progress Meetings are used to discuss progress made by each child and plan early intervention for any child not on track to meet termly and end of year expectations. The SLT will monitor and support all teachers with in house moderation and regular assessments.

Systems in place to track progress and attainment.

At Netherton, we record attainment and progress through our own school tracking system. Data is produced from teacher summative assessments and recorded on a class tracker which then informs the whole school data tracker. This allows clear progress to be seen across the year groups and is used for KIT visits and the governing body. The SLT also produce a monitoring plan each half term to ensure that books, learning environments and teaching is reflected correctly in the data and the overall judgement from teachers are correct.

Staff also meet termly to moderate books and work produced within their key stage. This ensures that staff are making accurate and confident decisions about their children's progress and attainment. This is carried out with the SLT and subject leaders within staff allocated meeting time.

Subject Leaders also gather in pupil books, curriculum coverage files to ensure gaps are being addressed, and pupil outcomes are strong. This is also followed up with lesson observations, pupil voice and learning environment walks.

The SLT and SIA (School Improvement Advisor) will make termly monitoring visits and carry out lesson observations to quality assure staff and school's leaders judgements are accurate.

Subject leaders attend regular moderation meetings within the Local Authority and with other primary schools. CPD (Continual Professional Development) for staff is funded by the school and allows staff to attend network meetings across the authority. This allows for sharing of good practice and strengthens teacher knowledge and understanding of the ever-changing assessment procedures and Ofsted requirements.

The SLT share all assessment procedures and data outcomes at the Standards Committee and Full Governing Body meetings. A whole school data tracker is provide in line with GDPR and groups and pupil outcomes are explained. This is the supported by the Headteacher Report and subject leader attendance.

Expectations for assessing in the EYFS.

In EYFS stage, phonics and early reading is assessed every 6 weeks using the Little Wandle assessment for learning tool. The rest of the curriculum is assessed through the use of floor books, informal observations and teacher & supporting adult notes taken during focus activities.

Expectations for assessing in the core and foundation subjects.

The government has set out the expectations that children should be "secure" with their end of year objectives to enable them to progress to meeting their end of key stage objectives. All children should leave primary school, high school ready by achieving the expected standard for the primary curriculum. Assessing the curriculum in both core and foundation subjects requires two types of assessments; formative and summative.

Formative assessments should be carried out in each of the taught sessions and should inform the teacher of prior knowledge and understanding of the pupils. Each lesson should build on from prior learning and a quick starter on checking their understanding will enable the teacher to identify gaps in knowledge and provide a direction for the lesson. This could be in the form of;

Tell me three things about...

Turn to your partner and tell them about...

How does ...operate?

Why does....happen?

It could be a vocabulary check in the context of the session

Sticky knowledge questions to be revisited to ensure all pupils are secure before moving on.

Throughout the teaching input, the teacher will be using questions and probing into the understanding of concepts and knowledge taught to ensure all children are on track and meeting the success criteria outlined in that subject through the use of spot checks. This will ensure that learning is captured efficiently.

At the end of the session, the teacher can use similar prompts outlined above to gain an understanding of how well the children have retained the new knowledge. Those children that have struggled will be identified quickly and efficiently and adaptive teaching strategies should be applied to ensure they receive that rapid catch up or if the majority of the class have struggled with the new knowledge or skill, the class teacher can then revise the next lesson plan to further embed the pupil's understanding and prevent pupil's from falling behind.

Summative assessments should be timely and can take place at the end of a specific unit of work or at the end of a half term or both. Assessments should only be carried out if it provides an accurate picture of where the pupil is working at in regards to their learning. In foundation subjects, leaders will have provided key concepts/knowledge that children will need to be secure with in each of the subject areas. These statements will then be factored into end of unit quizzes, knowledge catchers, knowledge posters/pamphlets to previous year groups and other activities that allow the pupil to demonstrate their secure subject knowledge. In core subjects, Test Base assessments will take place for reading, grammar and maths. White Rose Maths also provides end of unit tests for pupils and can be administered at the discretion of the class teacher. Videos can capture pupil's attainment in practical subjects such as music, art and PE.

For children with SEN, EAL or children that are significantly behind, a **case study** indicating all the support that has been put in place will need to be opened and monitored. The individual curriculum will be written and monitored through EHCP plans or OPP specific targets. Intervention staff will record down how the pupil is progressing against their individual targets and will converse with the class teacher over the pupil's next steps or challenges.

Pupil progress meetings

To prepare for pupil progress meetings, staff will have had to enter their most recent data for all core subjects and come prepared to discuss concerns and be advised on next steps.

They are expected to know their % for ARE (Age Related Expectation) in that term through the use of formative and summative assessment and be able to confidently discuss where children are in regards to their attainment. They will know which children need further challenge and are working above ARE.

They will be able to discuss children that have fallen behind and what has been put in place to ensure they are caught up. They will know which children are FSM or PP and what is in place to ensure they are on track and fulfilling their learning journeys.

They will be able to discuss children on the SEND register and what adaptive teaching strategies they have put in place to ensure children are included in all aspects of classroom practice.

Reporting on data and assessment.

We report to parents each term using an interim report which seeks to inform parents of their child's most recent attainment and effort grades for the core subjects and their attendance percentage. Parents have the opportunity to meet with the class teachers in October and March where progress and attainment are discussed, next steps identified and areas for concern if applicable. A final report is produced at the end of the academic year indicating attendance, attainment, effort grades and general comments regarding the pupil's whole experience at Netherton.

We have an open-door policy and encourage parents, which have concerns over the interim report, to come and discuss the report with the class teacher rather than wait for the next parent meeting. This is in response to parent feedback.

Governors

Governors review whole school data for every class at Pupil and Standards committee meetings when all summarised data analysis is shared. Key assessment data including disadvantaged groups are also shared through the Head teacher's Report at full governing body meetings.

Website

All relevant data and national outcomes are shared on the school's webpage. Performance indicators, comparisons to local and national pictures are available to view. The school's development plans and next steps are taken from the yearly pupil outcomes and shared on the school's platform for all interested parties to view.

<http://www.netherton.wakefield.sch.uk/>

Parents

Parents are informed of new assessment changes and updates via our Parent Portal, Parent Assessment Evenings (as and when needed) and our website.

<http://www.netherton.wakefield.sch.uk/>