

Assessment Policy

September 2025



Newlands Junior School
We are Proud

Aims

At Newlands, we believe that the key aim of assessment is to support pupil achievement and progress. We aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations
- Give pupils effective feedback so they know what they have done well and what they need to improve
- Enable the attainment/progress of each child to be monitored effectively and support future planning in order to fill any gaps in knowledge and understanding and promote further attainment
- Enable all pupils to make effective progress

There are three main types of assessment used at Newlands

Formative Assessment: is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment: is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Nationally Standardised Summative Assessment: is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Formative Assessment

This type of assessment is embedded across all lessons and in all subjects. Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding. Strategies used include:

- Observation of activities
- Live/active marking in lessons to check understanding and progress
- Marking of pupils' work, including using pupil self-assessment, peer assessment and whole class grids
- Discussions with individuals or groups of pupils
- Use of rich question and answer sessions to evaluate understanding and identify gaps/misconceptions
- Use of 'show-me' techniques, mini-plenaries and quizzes to get instant feedback of understanding
- Focusing on the wrong answers to explore concepts in greater depth and to address misconceptions

Summative Assessment

At the end of every term (Y3-5), we carry out assessments in reading, writing and maths using summative test papers. Y6 use summative test papers four times during the year prior to sitting the KS2 SATs papers in May. These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year. We also use summative assessment in foundation subjects to show whether a child is working AT, BELOW or ABOVE expectations. Children are assessed against statements from our curriculum progression documents. These assessments can take the form of Quizlets, Quizizz, multiple choice questions, a final double-page spread for the children to demonstrate sticky knowledge or even whole class discussion questions and debates.

Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.

When tracking assessment information, the SLT and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Teachers use outcomes of summative assessments together with formative assessments to help inform teacher assessments. These judgements are recorded on visual maps using the following terminology:

Entering: to show the pupil is beginning to work within the year group expectations.

Developing: to show the pupil has a greater knowledge and understanding of the year group expectations.

Secure: to show the pupil is working comfortably and confidently within the year group expectations.

Greater Depth: to show the pupil is able to apply their deep knowledge and understanding confidently.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

All pupils will take the Multiplication Tables Check at the end of Year 4.

All pupils will take the following tests at the end of Year 6:

- Grammar, Punctuation and Spelling (GPS)
- Reading
- Mathematics

Writing is teacher assessed and internally and externally moderated

Reporting

Reporting not only fulfils legal requirements but is a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Termly Parent Consultation Meetings: these meetings focus on what pupils can do and what they need to do to improve (targets)
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments (**Multiplication Tables Check at the end of Year 4 and End of KS2 SATs tests at the end of Year 6**)

Reporting to Governors

The Head Teacher's Report to Governors (termly)

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Newlands, the following take place:

- Termly moderation of Reading, Writing and Mathematics assessments (at whole staff meetings)
- Family Cluster and other linked schools: moderation of Reading, Writing and Mathematics assessments
- When selected, Local Authority moderation also takes place

Marking, Feeding Forward and Reviewing Learning:

Teachers and learning support staff regularly mark and/or review pupils learning outcomes. We use an agreed marking code for pieces of writing (see Marking and Feeding Forward Policy) alongside genre checklists and success criteria. If a sum is dotted, the child has made a mistake. As many pieces of work as possible are highlighted using the Red, Amber, Green (RAG) system. The most effective marking (live/active marking) is done with pupils during lessons and teachers and learning support staff try to do this as much as possible, providing verbal feedback as they talk with pupils about their learning outcomes within 'learning conversations' during the lesson. We record the fact that verbal feedback has been given

by writing 'VF' on the child's work together with a RAG highlight. When a 'T' is written at the top of a piece of work, this indicates that the child worked with the teacher: 'TA' shows they worked with the teaching assistant. If an 'I' is written at the top of a piece of work, the child has worked completely independently. Children respond to live/active marking by making changes instantly. If feedback is given the next day, children will respond to this at the beginning of the lesson prior to completing the planned work for that session.

Observation and Monitoring of lessons

At Newlands, we constantly evaluate the quality of teaching and learning to ensure children make the best progress they possibly can. As part of this process, we regularly monitor the quality of classroom practice to ensure that it is consistent. The SLT are constantly monitoring every aspect of school life, talking with teachers, support staff, parents and children; evaluating the quality of provision across the school for all pupils. Lessons will be observed in relation to the School Development Plan (SDP). This will involve members of the SLT and possibly curriculum coordinators. Observations will be planned in consultation with staff.