



Assessment Policy

School vision and values

At Queensbridge we aim to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We do this by providing a welcoming, inclusive, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

RESPECT

- We are responsible for our actions
- We are empathetic
- We are inclusive

COLLABORATION

- We are able to ask for and give support
- We are articulate
- We are a team

PERSEVERANCE

- We don't give up
- We celebrate our mistakes
- We are ambitious

POSSIBILITIES

- We are globally aware
- We are forward thinking
- We are curious

Aims of assessment

Assessment at Queensbridge aims to support teaching and learning, identify children requiring additional support/challenge and to inform future planning. We focus on success and improvement needs; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Types of Assessment

Formative: Feedback and marking should be constructive for every child therefore our marking policy is centred around immediate feedback. Formative assessments are made at regular intervals throughout all lessons across the curriculum through questioning, self and peer evaluation, mini plenaries and marking. This information is used to plan and adapt lessons in order to meet the needs of all children.

Summative: NFER standardised papers are used at the end of each term. Tests provide a summary judgement of learning at a specific point in time, national benchmarks about what children can do and about school performance and information to set challenging targets. They also provide teachers and learners with information on how well learners have understood topics.

Summative and formative assessments are used to make a professional judgement on pupil progress and attainment. Teaching staff use all information in order to create a whole picture of the child when setting targets. Targets and the achievements and progress of each child are shared with parents.

Moderation ensures accurate assessments. Teachers moderate throughout each term with their parallel teacher, their phase and across phases as a whole school.

Moderation also takes place with other schools. Senior leaders and the SLT regularly moderate a range of evidence from all classes and will focus on any groups or look at pupils who have or need to make accelerated progress.



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National Standardised Assessments

National standardised assessments will be used to provide information on how children are performing in comparison to children nationally. Nationally standardised summative assessment enables the school leadership team about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative judgements. National standardised summative assessments are:

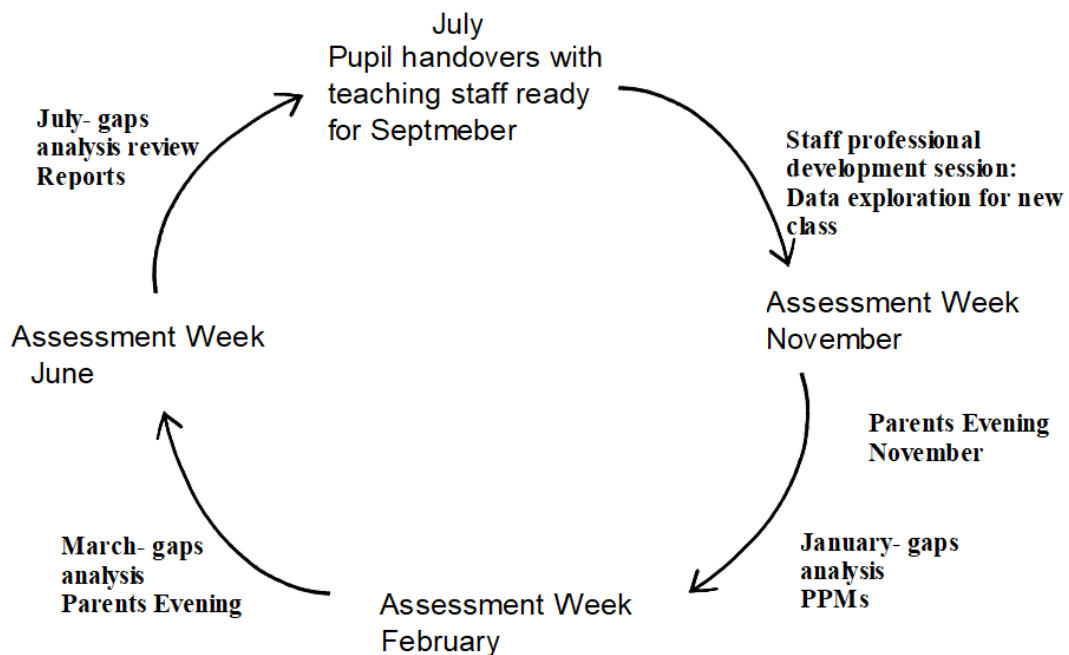
- baseline assessment in Reception
- phonics screening check in Year 1
- phonics screening check in year 2 if child did not meet required standard in year 1
- national curriculum tests and teacher assessment at end of Key Stage 1 (Year 2)
- national curriculum tests at the end of Key stage 2 (Year 6)

Assessment Cycle

We work on a three-point assessment cycle for Literacy, Numeracy and Reading. All other subjects are assessed at the end of each academic year. After each test point, data will be collected and analysed and gaps in the curriculum will be identified. Test results and gaps analysis will be used by teachers to plan where they can include explicit teaching of gaps and discreet teaching of missed skills due to Covid.19 eg. DT projects to be used to teach shape work.

Reception and Nursery will carry out baseline assessments in September and GLD will be assessed on Reception exit.

Targets are set for the children before parent meetings and are shared with the children and the parents. These are created using summative and formative assessment data.





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Assessment of Children with SEND

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual learners or groups of learners. We aim to achieve educational inclusion by continually reviewing what we do, by monitoring data and through asking ourselves questions about the performance of individuals or groups. This is done through Pupil progress meetings and also professional development sessions, analysing the data. In this way, we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs. If a child is a recipient of an EHCP (Education, Health and Care Plan) and learning below the Key Stage the school will work alongside professionals such as Speech and Language Therapists, Specialist Teachers and Educational Psychologists in achieving the outcomes set out in their plan. In the case of children with an EHCP and a high level of need we would use SCERTS in order to track and assess the child's Social Communication, Emotional Regulation and Transactional Support

Marking

Please see the detailed marking policy.

Reporting

Pupils: Pupils receive immediate feedback in lessons through whole class plenaries, verbal feedback, in class marking and same day interventions. Immediate marking allows for misconceptions to be addressed the same afternoon, if a specific need for a child, in the lesson or at the start of the following lesson.

Parents: Parents are expected to attend two parent's meetings where target, informed through summative and formative assessment, will be shared. There is an opportunity to attend a third meeting at the end of each academic year.

Other bodies: National test results can be found on the website. All in-house data and assessment is reported to governors and to the local authority partners such as year 2 and year 6 target setting for end of key stage assessments.

Record Keeping: All classes have a central marking folder that can be accessed at all times by adults within the class. Summative data is input into an online NFER database where previous and current data can be accessed.

Roles and Responsibilities

The Senior Leadership Team will regularly monitor and review the effectiveness of this policy. This policy will be reviewed annually or earlier if necessary. It will be reviewed against government guidance and any changes made nationally or within school.