



ASSESSMENT POLICY

Approved by the Chair of Governors

This Policy will be reviewed October 2025

Assessment, Recording and Reporting Policy

Aims and Objectives

Dorrington's assessment policy assists the process of raising standards. By definition assessment is a process which measures progress and achievement against set criteria to find out what pupils know, understand and can do.

The aims of assessment are:

- To support the planning, teaching and learning of all aspects of school life that will allow children to recognise and achieve their full potential.
- To allow pupils at Early Years, key stage 1 and key stage 2 to be aware of their previous attainment and improve upon it.
- To enable effective recording and reporting; reports will emphasise successes and achievement but will also identify areas for development that can be targeted for improvement. They will be positive and constructive.
- To celebrate all achievements both academic and social.
- To monitor and evaluate the standards and attainment within the school year on year.

EQUAL OPPORTUNITIES

To allow all pupils to be assessed in an appropriate way that best suits their needs, we adopt a variety of assessment techniques and strategies. During statutory tasks and tests extra support will be provided within the guidelines.

PLANNING FOR ACHIEVEMENT

Assessment is built into the planning process by:

- Senior leaders / subject leaders developing whole school long term plans for all subjects to identify where programmes of study are to be taught.
- Class teachers, with support from subject leaders / team leaders and senior leaders, developing medium term planning which takes into account the National Curriculum along with Rising Stars objectives.
- Class teachers developing short term planning with specific learning objectives and linked activities which allow pupils to develop knowledge, skills and understanding. Short term planning in the Foundation Stage takes account of Early Learning Goals.

ASSESSMENT OF ALL SUBJECTS

- Assessment tasks are completed as an integral part of teaching and learning. Focused assessments are identified by the class teacher from their half termly medium-term planning.
- Each half term, assessments are made against key learning objectives. These identify concepts and successfully understood, concepts partially understood or not understood. This process informs future planning, highlights issues for class teachers, subject leaders and SMT. Assessments along with medium term planning and short-term planning are continually monitored through this process.
- Differentiation is evident in literacy and numeracy planning proformas in the form of ability groupings and setting (numeracy, literacy and reading). Differentiation in all other subjects is evident in the classroom.

ASSESSING ACHIEVEMENT

At Dorrington we use two methods of assessing:

- Assessment for learning
- Assessment of learning

Assessment for learning

Assessment for learning has a formative purpose; its emphasis is on assessment that informs planning to enhance learning. It is an ongoing process. Class teachers assess pupils continually and use this information to inform the next steps in learning. Assessment is strongly linked to specific learning objectives in all planning. These learning objectives are:

- Displayed in books (reading, literacy, numeracy, wider curriculum (history / geography / art and science)
- Unpicked with the pupils
- Constantly referred to during the lesson
- The focus of the plenary in each lesson

Assessment for learning takes the form of formal and informal;

- Observations
- Discussions
- Questioning
- Interventions while teaching
- Evaluation of responses
- Pupil self assessment
- Peer assessment
- Setting and assessing tasks

- Marking of pupils work both verbal and written. Formative marking takes place in each year group. A highlighting system is used to reflect whether pupils have met elements of the success criteria and learning objective. The system communicates to the child exactly what was successful and where improvements can be made.

These day to day assessments combined with tracking pupils progress provide an overall picture of the quality of teaching and learning. Information gathered from ongoing assessments enables the teachers to plan the next steps in learning appropriately. Pupils are directly involved in their own assessments and are helped to recognise the standard they are aiming for.

At Dorrington 'Assesment for Learning' is underpinned by the belief that every pupil can improve. It involves reflection on their achievements, provides information about how well they are doing and guides subsequent efforts. It boosts their self-esteem and enables them to assess the curriculum in a variety of different ways, celebrating success and setting new challenges. All stakeholders are inducted, familiarised and involved in developing 'Assessment for Learning' for each individual pupil.

Assessment of learning

Assessment of learning takes the form of statutory assessments, baseline, end of key stage tasks and tests. NFER tests are also used together with summative teacher assessments.

Assessments of learning takes place in the form of:

- Evaluations at the end of units of work
- Baseline assessments
- End of KS1/KS2 tasks and tests
- Termly NFER tests
- ITPs
- Teachers' notes
- Conferencing-reviewing individual targets with pupils
- Arbor assessments against objectives

Information from these assessments and from forms of assessment for learning is used to inform med/short term plans for each year group and individual forecasts and targets for every child.

Target setting

Our rigorous assessment techniques enable us to effectively set targets for every cohort and individual pupil.

- We analyse baseline, KS1, KS2 assessments, Rising Star / NFER assessments, Arbor assessments and ASP by looking for patterns and trends, highlighting underachieving groups, differences in gender and ethnicity, possible gaps in curriculum taught, this data analysis leads to appropriate intervention, forecasts and targets.

At the start of each literacy, reading, maths, wider curriculum (history and geography) and Science topic, targets are set for pupils based on Rising Stars objectives. Within, and at the end of units, targets are reviewed for individual pupils.

Weekly, pupils at risk of not achieving set targets receive close the gap intervention.

In addition, at the end of each week, all pupils receive one to one marking response time with their teacher. This allows targets from lessons to be reviewed and any misconceptions to be discussed and addressed.

REPORTING

- School reports are based on specific academy format. The report covers all areas of study and personal achievements of the child. They identify strengths and areas for development.
- The SENDCo is responsible for ensuring that all information regarding pupils with special educational needs is passed on to the next teacher/phase/school.
- At the end of key stages, statutory test results together with teacher assessments are reported to parents with report.
- At all times in the reporting process, we are internally and externally moderated.

RESPONSIBILITY FOR ASSESSMENT

HEADTEACHER:

Ensures assessment has high profile in school policy, effective procedures are in place which meet statutory requirements and are reviewed regularly, in our quest to raise standards.

END OF KEY STAGE LEADERS / SENIOR MANAGEMENT TEAM:

Ensure assessment procedures are coherent, consistent, manageable and effective, most importantly are clear to staff. Co-ordinate end of key stage tasks/test arrangements, support Baseline, formal testing, moderation. Inset

arrangements, support data analysis, review targets with head teacher mid year, assessment policy.

TEAM LEADERS:

Team Leaders have responsibility for assessment within their year group and report findings to the end of key stage leaders.

CLASS TEACHER:

Ensures short term plans have clear learning objectives with a range of formative and summative assessment techniques. Maintain records and online tracking. Use assessment to always inform planning to enhance learning. Carry out assessment in line with policy and report findings.

SENDCo:

Ensures all SEN pupils are registered following assessment, ITPs are effectively in place and information is passed to the next teacher/phase/school.

MONITORING AND EVALUATION:

All senior management moderate progress on a half termly basis. We look at a selection of year group's work and assess whether children are on track and if not ask why not? This may lead to CPD, intervention or further analysis.

This policy will be reviewed annually except where government or LA directives necessitate an earlier review or where a request comes from head teacher or governors.

RESOURCES

Class teachers have the following documentation:

- Long/med term planning
- Assessment policy
- Marking policy
- Assessment sheets
- Core subject target sheets
- Tracking records
- ASP

Assessment on Entry Baseline, year one phonics, end of key stage statutory assessment materials and teacher assessments are given to staff.

Monitoring, Evaluation and Review

The Leadership team will continually monitor the quality of provision.

The school will review this policy regularly and assess its implementation and effectiveness.

This policy will be reviewed October 2025