



SEABRIDGE PRIMARY SCHOOL

ASSESSMENT POLICY

‘Working Together To Be The Best We
Can’

Approved by Academy Council

Date Approved:

Review Interval: 2 years

Last Review: July 2025

Next Review: July 2027

Assessment Policy

Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists they become the best that they can possibly be. - Rita Pierson

PRINCIPLES OF ASSESSMENT AT SEABRIDGE PRIMARY:

Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning;
- Assessment provides the opportunity for students to demonstrate and review their progress.

Assessment is fair.

- Assessment is inclusive of all abilities;
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest.

- Assessment outcomes are used in ways that minimise undesirable effects;
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning;
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards;
- Assessment embodies a pathway of progress and development for every child;
- Assessment objectives set high expectations for learners.

Assessment is appropriate

- The purpose of any assessment process should be clear.

OVERVIEW:

- We believe that effective assessment provides information to improve teaching and learning and allows us to support all pupils to ensure they reach their full potential academically whilst raising confidence and self-esteem. To achieve this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- Assessment of learning (summative assessment) involves judging pupils' performance against national age-related expectations, termly tests and standardised aged scores. Teachers make these judgements at 3 key points during the year and the end of a key stage; these are informed by ongoing formative assessment and the results of any testing. These judgements are in the form of grades matched to each year group (see appendix).
- We give our children and their parents regular feedback on pupils learning in the form of progress reports, parents' evenings and an end of year report, so that they understand what it is that their child needs to further improve. Research has shown

that parental involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher, Senior Leadership Team and Academy Council with information that allows them to make judgements about the effectiveness of the school.

PLANNING FOR ASSESSMENT:

- We use our school's long term curriculum overview and medium term plans to guide our teaching, using our Progression Documents to identify objectives and key skills linked to each year group. In our weekly planning, we give careful thought to where opportunities for assessment (observational, verbal, written) can be completed. This information is then used to inform teacher assessment, which in turn informs overall judgements for attainment.
- We plan our lessons with clear learning objectives - we base these upon the teacher's knowledge of the class / pupils and the statutory guidance of the National Curriculum. We strive to ensure that all tasks set are appropriate to each child's ability, being mindful of the mastery approach to the curriculum, and offer a level of challenge to ensure progression.
- Teachers share the lesson's learning objective with the children and indicate the way in which the activity is linked to the learning objective.
- Teachers and TAs ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. As a result, the teacher will choose when it is most appropriate for these to be dealt with.
- Throughout lessons Teachers and TAs use 'marking at the point of learning' to identify the level of pupil understanding; this may be in the form of verbal feedback, observations etc. It allows for identification of a pupil's need for support or stretch, and means that misconceptions can be identified and addressed when the teacher feels it is most appropriate.
- As part of our lesson evaluations and where appropriate written marking, we identify pupils who may need additional support or challenge.

RECORDING:

- We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
- We take the objectives for individual lessons from the learning objectives and key skills within the National Curriculum and our 'Seabridge' Progression documents. Our teachers record the progress of each child on Arbor - a secure, internet-based tracking and analysis system. This enables them to make an informed judgment for each child in relation to the end of year expectations. This is completed for core and foundation subjects. It allows us to monitor the progress of each child and

means that leaders are able to analyse the progress and attainment for pupils, including identified groups. This information forms the basis of Pupil Progress meetings and allows the triangulation of evidence with other results such as standardised scores.

REPORTING TO PARENTS:

- We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact their child's class teacher if they have concerns about any aspect of their child's work, and parents are able to meet with a member of the Senior Leadership Team to pursue any concerns if needed. On the website, parents can find references to year group expectations for the curriculum on each year group page, with an overview on the main curriculum tab.
- Throughout the year, we offer opportunities for parents to meet their class teacher; these are a combination of face-to-face and virtual meetings. We also provide written reports throughout the year detailing the child's progress, attainment in relation to end of year group expectations and effort.
- The end of year report shows attainment and effort in all subjects and provides a written comment for English (reading and writing), Maths and Science.
- In reports for pupils in EY, Year 1, 2, 4 and 6 we also provide details of the outcomes of the relevant statutory assessments (PSCs / SATs / MTCs)
- At the start of each term, each year group writes a curriculum newsletter which outlines key points for that term. This is also made available on our website.

FEEDBACK TO PUPILS:

- We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the similar way (dependent on subject and pupil need), and the children learn to understand it.
- We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson (marking at the point of learning) as research suggests that this is the most effective form of feedback. At times, we give feedback on a particular lesson at the beginning of the next one. Where written feedback is appropriate, we give written comments to children of all ages, and make use of a code/pictorial system to ensure children can fully understand the comment.
- Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons and to ensure a clear focus. Teachers always monitor any self or peer assessment that has taken place.
- We allow time for the children to absorb any feedback on their work (both verbal and written). We believe that learning is maximised when children enter into a dialogue about their work.

INCLUSION AND ASSESSMENT FOR LEARNING:

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. 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.

MODERATION OF STANDARDS:

- All subject leaders study examples of children's work within their subject area. We moderate termly as part of our internal monitoring programme and conduct joint moderations with other Trust schools. This ensures common expectations in each subject, but in particular maths, reading and writing. By doing this, we ensure that we make consistent and accurate judgements about standards in our school.
- It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.