

Junior School Assessment and Recording Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain **knowledge of their pupils' needs**, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are to:-

- provide information to support progression in learning through planning
- provide information for target setting for individuals, groups and cohorts
- share learning goals with children
- involve children with self-assessment
- help pupils know and recognise the standards they are aiming for
- raise standards of learning
- identify children for intervention
- to inform parents and other interested parties of children's progress

Assessment is an integral part of teaching and learning. The aim of assessment is to help each girl develop into a confident, individual, independent learner and to help her to attain her full potential in each subject. This is done by developing a range of assessment methods within and across all subject areas.

Assessment takes many forms but each type of assessment falls into two broad categories: formative assessment which is Assessment for Learning and summative assessment which is Assessment of Learning.

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

We use Assessment for Learning strategies such as:

- Working walls
- Targets
- Sharing success criteria
- Self and peer evaluation
- Discussion, talk and modelling

Assessment for Learning is a systematic part of our work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Junior School will include data from:

- Statutory tests – Early Foundation Stage Profile
- Termly assessments in Reading, Spelling, Grammar and Punctuation
- Termly assessments in Numeracy
- ePIPS assessments as required by the GDST – Reception, Y3 and Y6

Special Needs

Girls with special needs must be able to access the full curriculum. Teachers must ensure that the assessment processes within their subject area are inclusive and take into account any individual's special need.

Timetable of Assessment

All girls are assessed on entry. Formal assessments are also made throughout the year when appropriate for that age group.

Reviewed August 2016
Next Review Date August 2017