



**GESHER SCHOOL**  
ENGAGE EMPOWER EDUCATE

# Assessment Policy

## 2020-2021

Date	Review Date	Coordinator	Nominated Governor
September 2020	September 2021	Rowan Eggar	Kirsten Jowett

Assessment for learning is a major factor of the core principles of our teaching and learning policy. At Gesher assessment is used in order to support teachers with identifying where a pupil is with their learning, highlighting what progress has been made, and outlining next steps that are needed to make further progress and fulfil potential. The assessment policy supports the teaching of our curriculum by outlining relevant assessment tools for all areas of learning, and by giving guidance on how to use them to support teaching and learning.

We assess to give:

- **Children** an understanding of where they are secure, where they have made progress and know what it is that they need to do to rectify any gaps and the next steps needed to extend their learning
- **Teachers** the detailed knowledge of their pupils' needs and strengths which they can use to inform future learning, their planning and their teaching
- **Parents and carers** regular updates on their child's progress through meetings and home-school communication enabling them to work with the school to support progress
- **School leaders and governors** information that they can analyze and use to make decisions about future actions to improve standards, learning and teaching in the school
- **External agencies and partners** including DFE, ISI and OFSTED the evidence that we know our pupils well and consistently set and maintain high standards in learning and teaching to ensure children can fulfil their true potential

## 1. Assessment Procedures

Our assessment practices will provide information about pupils' attainment and progress which include the following strategies through each year group

Assessment will include:

### **Early Years Foundation Stage (EYFS)**

Observations, videos, anecdotal notes, levels and next steps these will be recorded through our online communication platform (Seesaw).

### **KS1**

Observations, videos, anecdotal notes, levels and next steps will be recorded through our online communication platform (Seesaw) and/or exercise books.

### **KS2**

Observations, videos, anecdotal notes, levels and next steps these will be recorded primarily through exercise books and for some subjects and pupils through our online communication platform (Seesaw).

Assessment will also include;

- Marking pupils' work and provide written and oral feedback, where appropriate  
Identifying successes and the next steps for improvement
- Check that pupils have responded to this feedback, where appropriate
- We will provide summaries of attainment and progress through teacher assessment, reporting, levels and targets

Good assessment requires attention to detail and analytical skills especially within SEN. It involves teachers by: asking questions and interpreting answers; observing behaviours and responses to tasks; knowing if and when to intervene; and drawing on a wide range of evidence to build up a picture of a learner's strengths and weaknesses.

Our assessment procedures will ensure that pupils are consistently working within achievable yet challenging levels. We will strive for all pupils to achieve the highest standards they can over each key stage of their learning. Within academic subjects, the National Curriculum/P Levels will provide teachers with a framework for learning, however a range of assessment tools will be used in order to develop a detailed profile of the whole child, and where they are with all aspects of learning.

Our assessment procedures will:

- Assess in a range of ways that are appropriate to the learner;
- Use National Curriculum/P Levels to identify children's next steps for learning;
- Use National Curriculum/P Levels to assess children's social interaction and emotional regulation;
- Use observation and monitoring of learning behaviours to support children's engagement and access of the curriculum;
- Share learning objectives with pupils;
- Help pupils to recognise the standards they are to achieve and have already achieved.
- Involve pupils in self-assessment and peer-assessment, where appropriate
- Provide feedback which leads to pupils recognising their next steps and how to take them, where appropriate
- Include specialised Occupational Therapy, Speech and Language Therapy and Dramatherapy assessments to support children's development in these areas

Ensure communication is robust and ongoing between teachers, therapists and support staff

We will implement monitoring and evaluation procedures and maintain a continuing overview of the whole in-school assessment through:

1. Monitoring of pupils' work by senior leaders
2. Moderation across pupils work for consistency of judgement and standards.  
Moderation across schools to ensure teachers judgement of learning objectives is solid
3. Formal testing, where appropriate
4. Pupil progress meetings between senior leaders and teachers:
  - o Senior leaders, teachers and, if appropriate, teaching assistants together carry out a review of pupils' progress in each year group and class and identify the extent to which pupils are meeting expectations and where teachers are struggling to support learning
  - o Tracking and analysis of on-going and past performance data against expectations to review and if necessary set new or revised targets for pupils to achieve and evaluate the effectiveness of intervention and assessment strategies
  - o Use the outcomes of the meeting to target intervention for groups and to review the provision map for pupils across the ability spectrum
5. Professional development and support for staff on new assessment and reporting arrangements
6. Discuss pupil progress with parents in termly Parent meetings
  - o Provide on-going opportunities for parents/carers to discuss their child's progress and to highlight any key issues that are affecting the child's learning in a structured meeting
  - o Update parents on changes to the curriculum and assessment arrangements, and identify ways in which they can support their child's learning
  - o Discuss the assessments and comments in pupils' books

As further guidance is issued by the DfE we will amend our practices if required and keep parents informed of any changes that involve their children.

## 2. Types of Assessment

Area	Assessment	How often	Staff responsible
<b>Core Subjects</b> <i>English, Mathematics, Science</i>	<b>PIVATS/PLPS</b>	<b>Termly</b>	<b>Class Teachers</b>
<b>Foundation Subjects/ Development Matters (EYFS)</b>	<b>Achievements/Targets report</b>	<b>Termly</b>	<b>Class Teachers</b>
<b>Social Communication Emotional Regulation</b>	<b>PIVATS/PLPS</b>	<b>Termly</b>	<b>Class Teachers Therapy Team</b>
<b>Occupational Therapy Speech &amp; Language Therapy Drama Therapy</b>	<b>Therapist-specific/PLPS</b>	<b>Termly</b>	<b>Therapy Team</b>

## Core Subjects and PIVATS

- Assessment will be made initially using a baseline and setting an end of year target
- Formal Assessments (inputting of data) will be carried out termly with each pupil receiving a level and a next step  
*E.g. ONE 2e – LH needs to begin each sentence with a capital letter and end with a full stop.*
- Individual Assessment files will be kept for each pupil containing PIVATS for each core subject and Personal, Social and Emotional Regulation (PSED)
- Highlighting and dating against level descriptors will be carried out to provide evidence for that child achieving their level
- Where possible 3 pieces of evidence need to be given for each target

## Highlighting Codes

T	Area/subject taught however little evidence of understanding.
Target circled	Some evidence of understanding.
Target highlighted	Evidence of good understanding.
TK	Teacher has observed achievement of the target however there is no evidence in books.

- Highlighting will change each term in order to show progress and breadth of learning
  - Baseline-**Yellow**
  - Autumn – **Orange**
  - Spring – **Green**
  - Summer – **Pink**

## Foundation Subjects

- Progress in foundation subjects will be carried out using the Achievements/Targets report
- Key achievements and progress will be noted down, as well as a target for each subject
- Jewish Studies to be assessed using J.S Tracker and will assess Jewish Studies, Middot and Tefillah
- Evidence of progress within Seesaw books/Books

## 3. Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Assessment;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility to comply with all statutory assessment arrangements;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher/and or Curriculum Lead**

The Headteacher and/or Curriculum Lead will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- have in place an effective system to track and monitor pupil progress;
- ensure statutory assessment is fully complied with;
- report achievements to pupils, where appropriate and parent/carers;
- provide pupil data information to external agencies when requested;
- ensure assessment is a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of Teaching Staff**

Teaching staff will:

- assess pupils on a day to day basis, checking on pupils' understanding and progress;
- adapt lessons on a day to day basis where applicable;
- create next steps for each learner at the end of the week to show progression;
- use photos, videos and anecdotal notes to support assessment;
- report assessments to pupils, parents and school personnel;
- keep up to date with new assessment initiatives;
- attend in-house training

Teachers **planning** will show:

- clear learning objectives and outcomes for individual children;
- outcomes to show clear links of working towards P-level/PIVAT level and/or National Curriculum targets;
- differentiation for each learner within the lesson;
- opportunities for children to respond to marking/feedback, peer and self-assessment where appropriate;
- curriculum targets;
- objectives and success criteria;
- lesson evaluation and next steps.

Teachers will give **written or verbal feedback** which will:

- be in the form of observations, videos, anecdotal notes and next steps;

- be documented using online communication platform (Seesaw) or exercise books at the end of each week;
- be constructive;
- be differentiated depending on the pupil, ensuring it is meaningful for all pupils;
- be centred on the qualities of the work;
- be linked to the learning objectives and learning outcomes;
- identify strengths and weaknesses;
- identify what the pupil needs to do to improve;
- be basis of evidence for termly pupil progress meetings.

### **Role of Pupils**

Pupils will be supported to:

- build confidence and pride in their work;
- produce work to their best ability;
- listen carefully to all instructions given by the teacher;
- have opportunities to ask for further help if they do not understand;
- be made aware of learning objectives;
- where applicable, pupils to self-assess their work and discuss their work with a peer

### **Role of Parents**

Parents will:

- be made aware of this policy;
- comply with this policy by:
  - attending parent-teacher consultations and annual reviews
  - encouraging their child to undertake home learning tasks
  - being aware of their child's targets
  - writing a response to their child's annual report
- encourage effort and achievement;
- encourage completion of home learning and return it to school;
- provide the right conditions for home learning to take place;

- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- have open communication with the teacher and therapists to ensure maximum success for the pupil;
- discuss their child's progress and to highlight any key issues that are affecting the child's learning in a structured meeting

### **Target Setting**

All children will be given:

- an individualised weekly learning objective will be set in all areas of learning including core and topic subjects; these will be set by the class teacher looking at the child as a whole;
- PLP targets will be set termly, these will be set by the class teacher with input from Jewish studies teacher, Speech and Language, Occupational and Dramatherapists;
- PLP targets will be short term goals working towards the medium term goals set out in the EHCP;
- an end of year progress expectation in all areas of learning;
- Occupational Therapy, Speech and Language Therapy and Drama therapy targets.

### **Pupil Records**

All pupils have:

- a folder of their records;
- an online book (Seesaw) or exercise book documenting their weekly progress in core subjects; Literacy, Science and Math.
- an online book (Seesaw) to document their achievements in foundation subjects including Jewish Studies and Therapies

### **Meetings with Parents**

- Parents are invited to attend Parent-Teacher consultations on a termly basis in order to be kept up to date with their child's progress
- Annual reviews will be held to discuss any changes to EHCP; SENDCO, class teacher, head teacher, therapy team and parents to attend
- Parents can arrange meetings with the Class Teacher to discuss progress on an informal basis
- Parents are all offered Home visits or online zoom calls at the start of the year to discuss the pupil and any support that is needed at home

## **Reporting to Parents**

- Parents will have an opportunity to review online books weekly and/or exercise books at the end of each term
- Weekly progress and updates will be noted on the online communication platform (Seesaw) between home and school
- Parents will receive a termly report summarising their child's progress. Parents are encouraged to provide a written response to the child's annual report

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- reports such annual report to parents and Headteacher reports to the Governing Body

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by teachers, the Headteacher and the nominated governor.

Monitoring will include regular lesson observations, discussions with children and staff, work scrutinies.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.