



# Godalming Junior School

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Leads, Adam Samson, Nick MacIver, Kate Wilkinson, Louise Munz and Nancy Kirby*

## **ASSESSMENT POLICY**

**This policy was reviewed: Spring 2025**

**This policy will be reviewed: Spring 2026**

*“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” (The Assessment Reform Group, 2002)*

### **Purpose of the Policy:**

The purpose of this policy, which complies with the Teaching and Learning Policy is:

- To establish clear procedures for assessment recording and reporting.
- To clarify roles and responsibilities.
- To make the process of assessment, recording and reporting manageable.
- To ensure statutory requirements are met.

### **Aims of Assessment:**

The aims of Assessment at Godalming Junior School are:

- To inform staff and parents of individual progress and next steps to advance learning.
- To provide information of end of year expectations in the National Curriculum.
- To aid target setting and continuity of progression between year groups and schools.
- To aid planning for future work.

### **Characteristics of effective assessment for learning:**

- Should be based upon a common and agreed approach in the school.
- Should take place in a supportive environment.
- Should show adjustments, provision and progress in all curriculum areas and in a variety of ways, depending on the level of need or complexity
- To raise an expectation of success rather than failure and show pupils how to build on strengths while developing strategies to overcome weaknesses in their work.
- Early and accurate diagnosis of a learner's needs and abilities
- Clarity about how and what pupils learn
- Careful planning that uses information from assessment to set objective which are appropriate to pupils' understanding and attainment aligned to National Curriculum requirements and in school Progression of Skills expectations
- Teaching and planning which is adapted to learners' needs on a continual basis
- Revisiting and reinforcing learning objectives and success criteria at key point in the lesson and skilfully drawing learning together
- Detailed and constructive feedback of written work that makes learners aware of what they have achieved, what they need to do to improve and how they go about it. (up to 3 stars and a wish) see Feedback Policy
- Sharing assessment and learning goals with the learners to enable effective self and peer assessment to take place. - see Teaching and Learning Policy and Feedback Policy
- Should empower all children to play an active part in their learning, including effectively critiquing their work by identifying areas of strengths areas in which they need to improve

### **Planning for Assessment:**

In planning for assessment the focus should be on significant achievement and progress. The principles underpinning this are:

- Learning outcomes should be clearly identified in both medium and short term plans. This is done through the planning of WALT's and WILF's (We Are Learning To and What I'm Looking For).
- Assessment opportunities should be identified in planning and should be integral and ongoing not in the form of stand alone isolated formal assessments.
- Assessment should enhance the learning and teaching process.

Classroom management and organisation are particularly crucial to the quality of assessment. Teachers provide themselves with opportunities to observe children systematically, to structure their learning and to monitor their progress. The culture and ethos of the school create the conditions for staff to carry out assessments, both formative and summative, effectively and accurately.

### **Formative Assessment:**

Ongoing classroom assessment will be effective when teachers:

- Are clear what pupils know, understand and can do in all processes of learning and across the curriculum.
- Ensure pupils know what they are supposed to be learning, what they have achieved and how they can improve.
- Regularly provide pupils with opportunities to reflect and talk about their learning and progress against targets with explicit references to prior learning (Building On) and how the learning fits into the 'bigger picture' of the learning journey (Leading To) - BOLTS.
- Use a range of assessment methods confidently and appropriately e.g. observing pupils, asking questions, listening, assessing pieces of work and administering tests.
- Organise the classroom in ways which enable them to carry out planned assessments.
- Have assessment strategies which enable them to recognise when pupils have difficulties or are not making progress.
- Use assessment to decide what to do next with individuals, groups of pupils or the class.
- Deploy other adults working in the classroom effectively so they are clear about their role in the assessment process and will communicate significant information about pupils to teachers.
- Apply the standards agreed within the school consistently in the classroom.
- Use strategies to maintain a low stress environment when assessing children.
- Plan assessment opportunities, using focus groups and 1:1 teaching, as part of ongoing procedures.

### **Writing/Reading and Maths Grids (Targets):**

Grids within the children's books, along with Learning Journeys at different points when new units are covered, provide **targets** for the children to achieve. They will be lifted from end of year expectations and will all be covered over the course of the year. Some children will have more bespoke grids (targets) within their books if they are working at a stage below their chronological year group or have specific needs. Children will be aware of the targets they are working on at each point.

### **Transition between year groups and key stages:**

Transition is successful because we:

- Have established curriculum liaison and cross-phase trust.
- Ensure that there is agreement within and across schools about what information should be passed on.
- Robust termly moderation takes place both internally and as a group of schools.
- Use procedures for passing information internally and to other schools. (e.g. Surrey transfer doc/ Assessment manager and GLP transfer of pupil records agreement).
- Read the information received to provide appropriate challenge and support for each pupil.
- Provide information that focuses on significant aspects of learning and identifies pupils' strengths and areas for development.

### **In- School Moderation:**

This is carried out on a rolling programme of subjects with English and Maths termly. It is important to recognise the breadth of the end of year expectations and that there is a broad range of acceptable evidence at each level. No one piece of work can define the current status of where a child is in achieving their end of year expectations - a collection of evidence is required. Work selected for moderation is for supporting a teacher's judgement that a pupil is working at or towards the end of year expectations. The evidence should be gathered from a number of sources mainly the work and responses on a daily basis.

**Summative Assessment @ GJS:**

Date	Subject	Assessments	Results
Sep	Year 3	Baseline Assessments - reading books allocated	
	Y3 Phonics	Any child who did not achieve EXS in Y1 phonics assessment	Marked internally results to PL, SENCO and HT
	Year 4-6	Reading books allocated/expected to be in school	
Oct	Writing	Ongoing Writing Assessments - BIG WS (as required aiming for approx. 3 termly)	Fill in tracking sheets. Termly copy of tracking sheets to Head, Deputy and Phase Leader
	Maths	White Rose Unit Assessments - as required across the school	
	Reading	Ongoing assessment based on individual reading, shared reading outcomes and other class practices e.g. interventions	
	Whole School	Moderation - within year groups/phases in preparation for initial data drop	
<b>First data drop based on how well children have achieved objectives covered so far (TA):</b> <i>Based on curriculum coverage so far, are children on track to meet EOY expectations from their various starting points? Followed by Staff Meeting</i>			
Nov	PARENTS EVENING		
	GLP	Moderation Session at partner schools	KS1 colleagues meet at a local infant school and KS2 colleagues meet at a local junior school discussing sample children/work
Learning and Curriculum Committee Meeting - Data/Progress			
Dec	Writing	Ongoing Writing Assessments - BIG WS (as required aiming for approx. 3 termly)	Fill in tracking sheets. Termly copy of tracking sheets to Head, Deputy and Phase Leader
	Maths	White Rose Unit Assessments - as required across the school	
	Phonics Assessment	Phonic phase assessment for progress based on individual starting point	Marked internally...
	Reading	Ongoing assessment based on individual reading, shared reading outcomes and other class practices e.g. interventions	
Jan	Summative Assessments	Headstart Assessments carried out in Year 3, 4 and 5 in SPAG and Reading based on Autumn coverage. Outcomes support Teacher Assessment judgements	Marked internally, tracking sheets completed
Feb	Mock SATs	Year 6 to take part in mock SAT's (previous year's tests) to inform Teacher Assessments and inform potential participants for booster sessions	Marked internally, tracking sheets completed, SLT discussion on Booster Plan
	Maths	White Rose Unit Assessments - as required across the school	Fill in tracking sheets. Termly copy of tracking sheets to Head, Deputy and Phase Leader
	Reading	Ongoing assessment based on individual reading, shared reading outcomes and other class practices e.g. interventions	
	Writing	Ongoing Writing Assessments - BIG WS (as required aiming for approx. 3 termly)	
	Whole School	Moderation - within year groups/phases in preparation for second data drop	
Foundation Subjects	1 <sup>st</sup> data drop for ALL foundation subjects using assessed tasks within units of work and ongoing teacher assessments	Data analysed by SLT and subject leads potentially leading to feedback to year groups and subject reports	
<b>Second data drop based on how well children have achieved objectives covered so far, further informed by HeadStart outcomes:</b> <i>Based on curriculum coverage so far, are children on track to meet EOY expectations from their various starting points? Followed by Staff Meeting</i>			
Feeder infant schools to be notified of progress data based on entry information from KS1			
Learning and Curriculum Committee Meeting - Data/Progress			
Mar	PARENTS EVENINGS		
	GLP	Moderation Session at partner schools	KS1 colleagues meet at a local infant school and KS2 colleagues meet at a local junior school discussing sample children/work
	Phonics Assessment	Phonic phase assessment for progress based on individual starting point	Marked internally...
Apr	Writing	Ongoing Writing Assessments - BIG WS (as required aiming for approx. 3 termly)	Fill in tracking sheets. Termly copy of tracking sheets to Head, Deputy and Phase Leader
	Maths	White Rose Unit Assessments - as required across the school	
	Reading	Ongoing assessment based on individual reading, shared reading outcomes and other class practices e.g. interventions	
May	Maths	Year 6 SAT's	Marked externally. Assessment Lead and Y6 staff to input TA into internal and external data collection platforms
	Reading		
	SPAG		
	Writing	TA's	
	Science		
	Summative Assessments	Headstart Assessments carried out in Year 3, 4 and 5 in SPAG and Reading based on year coverage. Outcomes support Teacher Assessment judgements	Marked internally, tracking sheets completed
	Whole School	Moderation - within year groups/phases in preparation for second data drop	
	GLP	Moderation Session at partner schools	KS1 colleagues meet at a local infant school and KS2 colleagues meet at a local junior school discussing sample children/work
<b>Final data drop based on how well children have achieved objectives covered so far, further informed by HeadStart outcomes:</b> <i>Based on curriculum coverage, HAVE the children met EOY expectations from their various starting points? Followed by Staff Meeting</i>			
Feeder infant schools to be notified of progress data based on entry information from KS1			
Jun	Writing	Ongoing Writing Assessments - BIG WS (as required aiming for approx. 3 termly) - informs transition discussions	Fill in tracking sheets. Termly copy of tracking sheets to Head, Deputy and Phase Leader
	Foundation Subjects	2 <sup>nd</sup> data drop for ALL foundation subjects using assessed tasks within units of work and ongoing teacher assessments	Data analysed by SLT and subject leads
	Phonics Assessment	Phonic phase assessment for progress based on individual starting point	Marked internally...
	Learning and Curriculum Committee Meeting - SATS Results		
Jul	REPORTS OUT		
	Year 3 visits to infant Schools and meeting with next year group teachers sharing data and information on classes		

### **Formative Assessment (Ongoing):**

- EoY Expectations Ladders (Reading, Writing and Maths)
- Computing self assessment sheets
- End of unit assessments in Foundation Subjects

### **Record Keeping at Godalming Junior School:**

Our records on children's progress are found in:

- Annotated weekly planning
- End of year transfer data
- Annual reports to parents
- Pupil target cards where appropriate
- School record keeping file
- Pupils progress tracking
- Arbor manager
- Teachers own assessment files
- GLP Purple file containing writing assessments to be passed between year groups and key stages
- SEND support plans

### **Termly and End of Key Stage Data Analysis:**

Our end of year key stage data is analysed at senior leadership team level and as a whole staff through use of:

- DfE IDSR (Inspection Data Summary Report) Document
- Question analysis carried out by subject leader/Phase Leader/SLT
- Arbor Assessment Manager

The data is also shared at termly governor curriculum and learning committee meetings. Targets, interventions and progress is discussed and shared at these meetings.

The analysis of the data identifies how our school is currently performing and enables us to formulate strategies for redressing issues.

### **School Target Setting:**

Based on records described above, target setting is carried out based on KS1 outcomes. Individual targets are set annually for each child related to those who are WTS, EXS or GDS, for both the end of the year and end of key stage, again aligned to end of KS1 outcomes. Individual pupil tracking is used to identify class and year group targets and this is linked to the Staff Appraisal Cycle.

### **Reporting:**

The purpose of reporting is to:

- Inform other teachers (supply, new staff) receiving schools and parents
- Supplement personal and professional knowledge about the pupil.
- Ensure continuity and progression throughout the school.
- Communicate with all interested parties e.g.
  - The class teacher
  - Other staff
  - Governors
  - Other GLP schools
  - Parents
  - Ofsted
  - LA
  - DfE
  - Other agencies

### **Reporting to Parents:**

It is a statutory duty to produce a report annually that can be retained by the parents. At Godalming Junior School reports are written during the summer term.

### **The Godalming Junior School Report:**

- Informs the parents of their child's progress.
- Is linked to any Educational Healthcare Plan for children with special needs.
- Is based on continuous formative assessments and summative records, which are an integral part of the pupil's classroom experience.
- Uses constructive statements, which indicate strengths and weaknesses.
- Avoids jargon.

The original goes to parents and a photocopy remains in the pupil record files.

**The Role of the Assessment Leader:**

- To be responsible for assessment and recording throughout the school.
- To liaise with the Headteacher and SLT on common school policies for assessment and recording to ensure continuity throughout the school.
- To assist the Headteacher in compiling a National Curriculum School Portfolio showing examples of moderated levels of attainment, and to co-ordinate a regular system of internal agreement trialling.
- To attend assessment leader meetings, if appropriate, and to ensure that staff are aware of all county guidelines and national requirements.
- To organise and oversee end of year assessments in year 3, 4 and 5.
- To liaise with teachers in year 6 re requirements and transfer to key stage 3
- To liaise with infant and secondary schools to ensure continuity.

The subject leader will be responsible for advising teachers on specific assessment tasks relating to their subject.

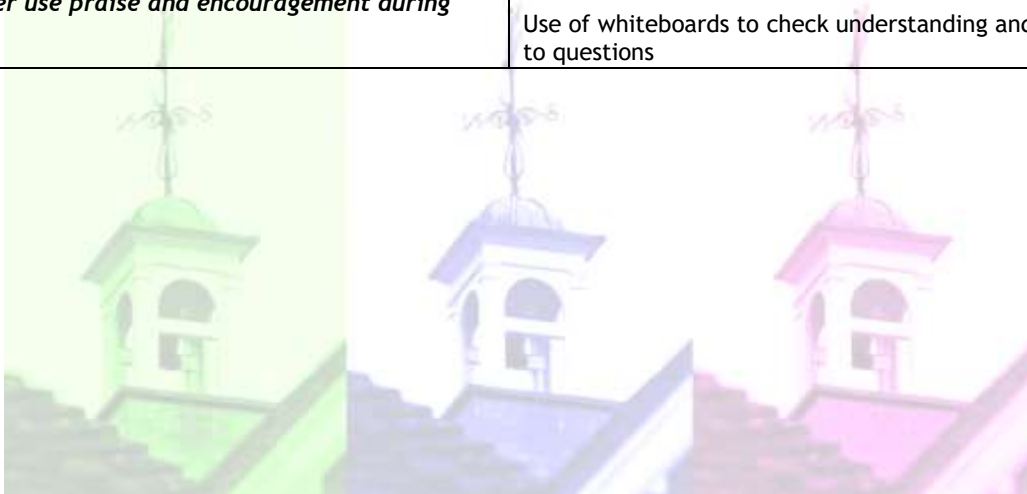
It is the responsibility of each class teacher to ensure that the assessment procedures and policies detailed above are implemented in their class.





## Appendix 1:

Key features of effective AfL	How can this be realised in the classroom/what evidence is there?
<p><i>Are the learning objectives clear and shared with the pupils in a way that they can understand?</i></p> <p><i>Have children been involved in the planning of the learning?</i></p>	<p>Teacher shows good subject knowledge.</p> <p>Planning is partly led by children prior knowledge and interest</p> <p>Children are highly motivated to learn and interested in learning</p> <p>Clear skills/knowledge based learning objective written as a "Can I" question.</p>
<p><i>Are the success criteria developed with the pupils?</i></p>	<p>A clear set of specific success criteria. (a checklist for the children to self assess against) which are regularly referred to during the lesson and overtly linked to the "Can I" question. (no more than 5)</p>
<p><i>Does the teacher show/ explain what good work is like?</i></p> <p><i>Are the pupils clear about the expected standards?</i></p>	<p>Example(s) of work demonstrate teacher expectations.</p>
<p><i>Does the teacher use questioning effectively to</i></p> <ul style="list-style-type: none"> <li>• <i>Find out what pupils know and understand</i></li> <li>• <i>Promote further learning</i></li> <li>• <i>Prompt thinking and reflection</i></li> <li>• <i>Are children questioned randomly using name sticks (no hands up)</i></li> </ul> <p><i>Does the teacher use praise and encouragement during questioning?</i></p>	<p>Planning will contain initial specific questions and thinking time for talk partners in time bonded activities with opportunities for extended questioning.</p> <p>Teachers regularly using name sticks to question children</p> <p>Teacher praises success and gives constructive feedback</p> <p>Use of whiteboards to check understanding and offer responses to questions</p>



<p><b><i>Do pupils reflect on the extent to which the learning objective has been achieved?</i></b></p> <p><b><i>Are pupils involved in self assessment process?</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Peer assessment</i></b></li> <li>• <b><i>Self assessment</i></b></li> <li>• <b><i>Monitoring their own progress through personal targets</i></b></li> </ul>	<p>Children confidently use success criteria and “Can I” question to assess their own/peers learning.</p> <p>Children accurately use smiley face assessment and coloured trays against “Can I” questions.</p> <p>Children confidently know their levels and targets.</p> <p>Children praise success and give constructive feedback</p>
<p><b><i>Does the teacher reflect on the extent to which the learning objective has been achieved?</i></b></p> <p><b><i>Does the feedback focus on learning objective (“Can I” question)?</i></b></p> <p><b><i>Does feedback make pupils aware of achievements they have made in relation to the learning objective?</i></b></p> <p><b><i>Does feedback provide an improvement prompt or closing the gap prompt?</i></b></p> <p><b><i>Do the pupils understand/use the feedback to improve their work?</i></b></p> <p><b><i>Are pupils given time to respond to feedback?</i></b></p> <p><b><i>Is there evidence that pupils act upon feedback to improve their work?</i></b></p>	<p>Written work “marked” with explicit reference to “Can I” question.</p> <p>Written or verbal feedback explicitly refers to individual success criteria</p> <p>Written or verbal feedback give the next step or points to remember explicitly linked to success criteria.</p> <p>Children clearly understand what they have to do next to improve or close the gap.</p> <p>Time is planned for children to respond to feedback.</p> <p>Children have responded to feedback. This could be verbal or written evidence in their books.</p>
<p><b><i>Do teachers use what they have found out from assessment to</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Plan and implement Interventions in the midst of pupils’ learning</i></b></li> <li>• <b><i>Adjust their planning</i></b></li> </ul>	<p>Teachers being flexible during a lesson and adapting to children and group needs.</p> <p>Teachers’ planning shows evaluation and adaptation to meet the needs of the children.</p>





# Godalming Junior School

## ASSESSMENT/TRACKING GUIDELINES

The following guidelines are in place to assist members of staff in the assessment and tracking of children in their classes for reading, writing and maths.

- Trackers and Arbor mark sheets to be updated half termly as a minimum requirement
- Evidence base must come from a variety of contexts and subjects e.g. writing across the curriculum
- Children working below ARE are to have writing/reading ladder appropriate to their ability. KS1 entry data should be referred to in these instances
- Transition ladder for those working above ARE in year 6
- English Basics - to be used to also inform judgements in year and/or 4. These are objectives/expectations from year 2.
- SLT and subject leaders are to moderate judgements using the evidence base in folders half termly.
- Foundation subjects to be assessed twice yearly

