Godalming Junior School

ASSESSMENT POLICY

This policy was reviewed: Spring 2026
This policy will be reviewed: Spring 2027
This policy will be reviewed by: The L and C Committee

"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 inform governors of progress and attainment of different groups of children on a termly basis
- 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.
- To identify trends and put robust systems in place to mitigate downward trends and expand strengths to stimulate upwards trends more widely and sustain

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 from varied starting points
- 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.
- Provide pupils with a range of possible approaches to demonstrate understanding ad key skills e.g., Verbal, presentation, mind map, performance, diagrams etc.
- 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. Primarily, 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	Reading fluency Assessments – reading books allocated	Recorded and shared with PL & SENCo
	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	
**First data drop based on how well children have achieved objectives covered so far (TA):** *Based on curriculum coverage so far, are children on track to meet EOY expectations from their various starting points? Followed by Staff Meeting*		
Nov	Whole School	Staff Meeting Analysis and Action Planning	Assessment Lead to provide analysis CTs to plan resulting actions
	Year Group	Pupil Progress meeting and Provision Mapping	CTs to allocate resources to meet needs of individuals and groups
		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/SATs Analysis of previous year's results	
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	1st 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
**Second data drop based on how well children have achieved objectives covered so far, further informed by HeadStart outcomes:** *Based on curriculum coverage so far, are children on track to meet EOY expectations from their various starting points? Followed by Staff Meeting*		
Feb	Whole School	Staff Meeting Analysis and Action Planning	Assessment Lead to provide analysis CTs to plan resulting actions
	Year Group	Pupil Progress meeting and Provision Mapping	CTs to allocate resources to meet needs of individuals and groups
		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**
**Final data drop based on how well children have achieved objectives covered so far, further informed by HeadStart outcomes:** *Based on curriculum coverage, HAVE the children met EOY expectations from their various starting points? Followed by Staff Meeting*		
		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	2nd 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...
	Whole School	Staff Meeting Analysis and Action Planning	Assessment Lead to provide analysis CTs to plan resulting actions
	Class Teacher	Pupil Progress meeting and Transition Conversations	CTs to provide accurate information on the needs of individuals and groups
		Learning and Curriculum Committee Meeting	
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)
- Reference to SPaG and Spelling Journeys
- 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 targets/trackers 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
- Exit Data / School journey progress Year 3 – Year 6 progress
- 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. Termly data also forms the basis for termly Pupil Progress (PP) Meetings between Class Teachers (CT) and members of the Senior Leadership Team (SLT)

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 in year and 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. Providing them with a clear and manageable recording system to ensure weaknesses in foundation knowledge are highlighted e.g., whole class recording grids, intervention group records, individual records etc.

It is the responsibility of each class teacher to ensure that the assessment procedures and policies detailed above are implemented in their class and assessment tasks focus on key skills of the subject being assessed.
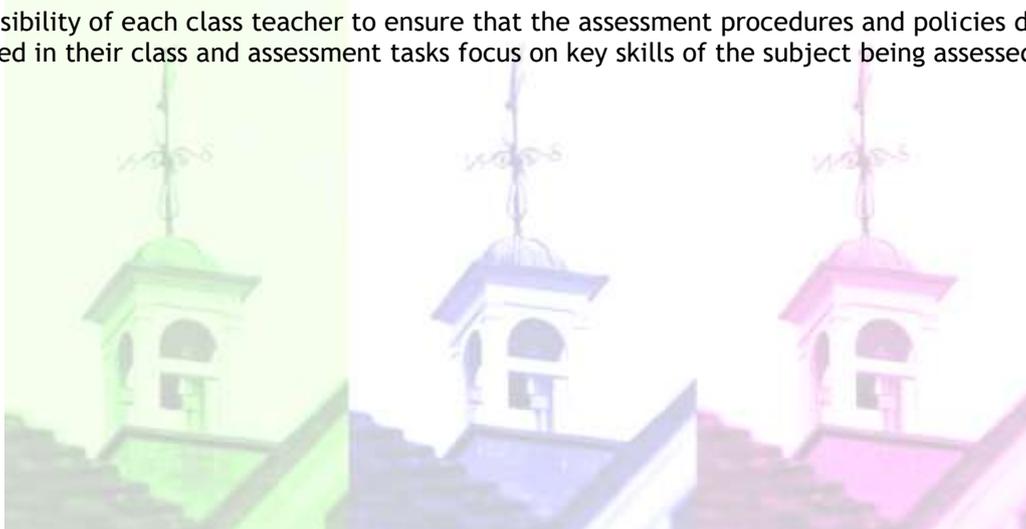
Appendix 1:

Key features of effective AfL	How can this be realised in the classroom/what evidence is there?
Are the learning objectives clear and shared with the pupils in a way that they can understand? *Have children been involved in the planning of the learning?*	Teacher shows good subject knowledge. Planning is partly led by children prior knowledge and interest Children are highly motivated to learn and interested in learning Clear skills/knowledge-based learning objective written as a "Can I" question.
Are the success criteria developed with the pupils?	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)
Does the teacher show/ explain what good work is like? Are the pupils clear about the expected standards?	Example(s) of work demonstrate teacher expectations.
Does the teacher use questioning effectively to • *Find out what pupils know, understand and any misconceptions or misunderstanding they have* • *Respond effectively, promptly and to steer the learning most purposefully* • *Promote further learning* • *Prompt thinking and reflection* • *Are children questioned randomly using a range of strategies including name sticks (Lolly Lotto or Cold Calling)* *Does the teacher use praise and encouragement during questioning?*	Planning will contain initial specific questions and thinking time for talk partners in time bonded activities with opportunities for extended questioning. Teachers regularly using name sticks to question children Teacher praises success and gives constructive feedback Use of whiteboards to check understanding and offer responses to questions

Do pupils reflect on the extent to which the learning objective has been achieved?	Children confidently use success criteria and "Can I" question to assess their own/peers learning.
Are pupils involved in self assessment process? • *Peer assessment* • *Self assessment* • *Monitoring their own progress through personal targets*	Children accurately use smiley face assessment and coloured trays against "Can I" questions. Children confidently know their levels and targets. Children praise success and give constructive feedback
Does the teacher reflect on the extent to which the learning objective has been achieved?	Written work "marked" with explicit reference to "Can I" question.
Does the feedback focus on learning objective ("Can I" question)?	Written or verbal feedback explicitly refers to individual success criteria
Does feedback make pupils aware of achievements they have made in relation to the learning objective?	Written or verbal feedback give the next step or points to remember explicitly linked to success criteria.
Does feedback provide an improvement prompt or closing the gap prompt?	Children clearly understand what they have to do next to improve or close the gap.
Do the pupils understand/use the feedback to improve their work?	Time is planned for children to respond to feedback.
Are pupils given time to respond to feedback?	Children have responded to feedback. This could be verbal or written evidence in their books.
Is there evidence that pupils act upon feedback to improve their work?	
Do teachers use what they have found out from assessment to • *Plan and implement targeted interventions in the midst of pupils' learning* • *Adjust their planning/teaching*	Teachers being flexible during a lesson and adapting to children and group needs. Teachers' planning shows evaluation and adaptation to meet the needs of the children.

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 subject skills and knowledge to be assessed twice yearly using a variety of forms, including but not limited to written tasks.