

בס"ד



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Assessment Policy

Date: September 2026

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כי נר מצוה ותורה אור

A love for learning. A love for Torah. A love for Israel. A love for each other.

PHILOSOPHY

The principle underpinning Assessment is that it guides teachers and pupils to know what level the pupils are at and what the next steps are in their learning, helping plan for the best effect to gain the best possible progress.

Assessment is also used to measure and track standards and progress of individuals, groups and whole cohorts, as can be seen for example, in their performance in external SATs tests at the end of Year 6.

Assessment for Learning:

(AfL), or formative assessment, is the ongoing, day-to-day process which takes place, whereby staff and pupils constantly seek feedback to determine whether to modify current and future learning opportunities through accurate and focussed planning (ie. whether to provide further explanation/ simplify the task – or whether an additional level of challenge is required to stretch pupils).

Periodically, a 'snapshot' view is taken to record the level at which pupils are currently performing. In addition to notes made from ongoing formative assessment, pupils take a termly assessment to support teachers making their judgements. The rationale is that it can help identify the extent of pupil progress and areas of difficulty. As a result, it provides a continuing means of feedback on pupil improvement and pinpoints areas which require additional or specific support which is then translated into focussed planning.

The principles of Assessment for Learning (AfL) underpin our marking and feedback philosophy:

- 1) Feedback is most valuable when the child is present.
- 2) Children will be clear about the criteria for success that their work will be judged against.
- 3) Opportunities should be created to allow the children to respond to adult feedback and the objective is for the child to take note of the marking to help them make progress.
- 4) The child's effort should be recognised alongside achievement towards the learning objective.
- 5) Marking should impact on planning.

In lessons, teachers share clear learning objectives with pupils to ensure children are clear about the focus of the lesson. In addition, children are told, or discuss, the success criteria for the lesson, where relevant. The success criteria details how they can achieve the learning objective successfully. Children should be referred to the success criteria during the lesson and the plenary should reflect upon the Learning Objective (LO) and whether it has been successfully achieved. When given a task to complete independently, the task should be differentiated to reflect this and to ensure the children are challenged but given a task that is within their capabilities. Teachers and adults should constantly assess that children are on task and following the progression of learning within the lesson albeit within the parameters of the differentiation planned for the different abilities of the individual children.

Summative data:

This is available from the termly assessment papers taken by children in all KS1 and KS2 year groups. Teacher assessment is also relied upon and this is continually strengthened through writing moderations (both in school and with other schools for comparison), regular staff INSETS (led by Senior Leaders or Subject Leaders) as well as staff training through a

range of providers. Moderation takes place termly to strengthen consistency between year groups. Termly assessment data is collected electronically using Insight and then analysed by the Deputy Headteacher and Headteacher, with the information then used to guide school improvement planning.

Summative assessment takes place termly in English, Maths and Science

Pupil Progress Meetings:

These occur termly (sometimes they are held half-termly depending on the needs of the cohort). These are held with the Headteacher, Deputy Headteacher, SENDCo and Class Teacher/s. The purpose of these meetings is to consider the needs and progress of every child. Teachers focus on each child's current academic level, progress to date, attitude/behaviour and general development. As a result, interventions or additional support can be introduced and monitored.

Early Years (Nursery & Reception):

Baseline assessments through observation are established at the start of each year. An electronic Learning Journal is kept for each child. These hold information gathered from the pupil's daily learning experience through teachers' observation notes and photographs and material gathered from pupils' work and activities. Evidence folders are also kept for work that children have created. Child's voice and parental input is valued and used to assess the children's progress. Internal Moderation is undertaken through discussion between the Early Years staff twice termly and at the end of the Reception year, the Reception staff fill in the Early Years Foundation Stage Profile to assess all the children. This information is discussed with the Year 1 teacher, so that levels are clearly understood and agreed. This also enables easier transition into Year 1 and above. From September 2020, the Government has introduced a new Baseline Assessment for all children at the start of their Reception Year.

REPORTING

Rationale:

The education of each pupil is a partnership between parents and teachers. Therefore, reporting to parents is an essential element of the child's progress. Reporting is also essential to Governors and external bodies as part of any judgement made of the quality of education provided by the School.

Reporting to Parents:

Parents are invited to meet their child's class teacher at Parents' Evenings in the Autumn and Spring Terms. Teachers give a short summary of the child's current levels and targets to support the discussion with parents. A formal written report is issued at the end of the School year. Many informal conversations take place between parents and staff throughout the year. Parents are also welcome to make appointments to discuss the end-of-year report, or to request an appointment at any other time during the year. At the Parents' Evening and on the end-of-year report, parents are informed of their child's attainment and effort. These are measured as follows:

ATTAINMENT:

Working Below: Not working on their year group's national curriculum objectives, rather a year group below that.

Working Towards: Working on their year group's national curriculum objectives, but below where the class are.

Working On-Track: Working on their year group's national curriculum objectives.

Working at Greater Depth: Working on a 'Greater Depth' level of their year group's national curriculum objectives (note: This does not mean working at the objectives of a year above where they are).

PROGRESS: (this is based on each child's individual starting points, not their attainment level)

Below Expected: The child has not made the expected progress against the meeting of national curriculum objectives at this point in the year.

Expected: The child has made the expected progress at this point in the year.

Above Expected: The child has made more than the expected progress at this point in the year.

Statutory Assessment:

The results of SATS tests in KS2 (Year Six) are reported to parents in accordance with National Curriculum regulations.

The results of the Phonics Screening (Year One) is reported to parents in accordance with National Curriculum regulations.

The results of the Early Years Foundation Stage Early Learning Goals (Reception) are reported to parents in accordance with National Curriculum regulations.

The results of the KS2 Multiplication Check (Year Four) are reported to parents in accordance with National Curriculum regulations.

Communication with Parents:

Our partnership with parents is very important and we aim to engage in an ongoing dialogue. At the beginning of each school year, parents are invited to Curriculum Evenings where they meet their child's teachers and hear about how they can support their child's learning in the coming year.

MARKING AND FEEDBACK

Feedback is considered to be most effective when given as children work on a task. The immediacy of the comments that children receive and the support an adult can offer whilst children are completing tasks, ensure that children receive the best possible chance at succeeding at a given learning objective.

Detailed marking of every piece of work is unmanageable.

What teachers need to mark:

- **Purple pen** = teacher/teaching assistant comments
- **Green pen** = child response
- **Pink highlighter** = LO achieved/evidence to show this
- **Pink slashes highlighter** = LO not achieved / partially achieved
- **Green highlighter** = Grammar / Punctuation errors
- **Yellow highlighter** = spelling error

This system will be used for the following subjects: Maths, English, Humanities and Science

Maths:

Class teacher and teaching assistant to live mark throughout the lesson where possible. Live mark using purple pen, ticks for correct sums, dots for mistakes, any mistakes should require the teacher to give verbal feedback; this should be identified as VF. Self-marking is acceptable however common misconceptions must be addressed and evidenced in the book as VF or some examples showing they now understand.

Children respond to any verbal feedback (VF) in green pen as soon as possible. Teachers are responsible for ensuring the LO has been achieved and assess against this, teachers to highlight the LO.

English:

All work must be marked against the LO (as well as certain non-negotiables such as Capital Letters / Full Stops). Examples of good work can be highlighted in pink (for example, conjunctions is part of the learning objective so highlight it and then find an example of one in the writing and highlight it in pink too).

Any spelling errors to be highlighted in yellow, correct spelling written in the margin, children to rewrite word 3 times in green pen (maximum of 3 spelling corrections per piece of work)

Feedback:

Next step identified with NS under the work. This is only for big pieces of writing or those whereby the child has not achieved the LO.

English next steps must be linked to any missing expectations, if the child has completed all expectations within the lesson then the NS should ensure you are moving the child's learning forward.

Maths next steps should be completed during the lesson and show as corrections in green pen, there may be opportunities to give children NS through additional fluency/reasoning questions if they have not achieved the LO.

Feedback is considered to be most effective during the lesson. The immediacy of the comments that children receive and the support an adult can offer whilst children are completing tasks, ensure that children receive the best possible chance at succeeding at a given learning objective.

Children should be given time to read and respond to marking.

Foundation Stage

Immediate verbal feedback should be given. Comments like good, good try and smiley faces are written. Written feedback in Year 1, when children are at earlier stages of reading, should be appropriate to the child's ability to comprehend.

Advice for Teachers when marking work:

1. Make sure you give children time to review comments and respond to them. Plan time in lessons for this purpose.
2. When children have received their marked books, check they understand what they are to do. If they don't understand the comment, it was the wrong one for them, or may still need face-to face marking.

3. Read work all the way through before starting to mark to avoid ill-considered marking.
4. If you can't find evidence of them meeting the LO then consider if your activity gave enough opportunities for them to practise.
5. Plan future lessons/ activities based on what you find when you mark.

In Early Years and KS1:

6. Prompts can be used for face-to-face marking and orally with younger children. The same principles as above apply.

This policy is reviewed every two years.

Signed: Mr Yosh Radomsky (Headteacher)

Dated: September 2026