



# Assessment Policy

## Rationale

We believe that assessment should be manageable, useful, consistent and most importantly, inform planning and teaching. It is a powerful tool in helping to raise children's attainment and increase their rate of progress. Assessment information should be used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. It should be used by teachers to establish pupils' starting points and to modify teaching so that pupils achieve their potential by the end of a year or key stage. Assessment takes many forms and is an on-going process. We know that good assessment is part of the cycle of planning, teaching and reviewing the curriculum and improves the quality of teaching and learning across the school. Teachers are constantly adapting their teaching in light of their assessments. Good assessment involves the children reflecting themselves. We give our children regular feedback on their work, so they are aware of their next steps for learning. The assessment process should allow teachers to make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

## Aims and Objectives

The aims and objectives of assessment in our school are:

- to help our children understand their next steps for learning
- to help children reflect on their progress and understanding
- to address starting points in children's learning
- to enable our children to demonstrate what they know, understand and can do in their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning and raise standards together
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school
- to inform the local authority on progress and attainment of pupils

## The primary purposes of in-school formative assessment

### For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

### For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

### For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate

support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

**For school leaders:**

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

**For the Government:**

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

*Taken from Commission on Assessment without levels: Final Report Sep '15*

**Formative assessment and Assessment for Learning (AFL) at Droxford Junior School.**

At Droxford Junior School, Reading and Writing are assessed using criteria taken from the the National Curriculum and Key Performance Indicators for each year group, to allow assessment of what has been achieved and what the pupils next steps should be. This can inform individual targets, interventions or whole class lessons to address gaps and also allow for deepening the learning. For Maths the domains for each year group in the National Curriculum combined with the White Rose Maths Hub are used for the same purpose as noted above.

There is a high priority to ensure Assessment for Learning (AfL) strategies impact on progress. All staff have access to documents for reference and training purposes that contains agreed good practise including:

**Rich questioning** - key to effective formative assessment.

**Peer and self evaluation** - vital part of the learning and assessment process.

**Oral and written feedback** - telling them how well they have done and what they need to do next in order to improve their work.

**Sharing learning intentions** - It is important that specific success criteria are agreed, shared and understood by pupils before starting a task.

**‘AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners.’ Assessment Reform Group**

We give children verbal feedback on their work whenever possible and/or write comments on the children’s work during marking. When we give written feedback to a child, we relate this to the learning objective and success criteria for the lesson. We have an agreed code for marking to ensure consistency. We encourage the children to use assessment for learning strategies for their own work and the work of their peers. Strategies used become more complex as the children become more engaged and able to evaluate their work effectively. We allow time for the children to respond to any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children’s work (see marking and feedback policy). We only record information that impacts on future learning.

**The primary purposes of in-school summative assessment**

**For pupils:**

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

**For parents:**

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

**For teachers:**

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

**For school leaders:**

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

**For the Government:**

The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

*Taken from Commission on Assessment without levels: Final Report Sep '15*

**Summative assessments**

|   | <b>Autumn</b>   | <b>Spring</b>                                 | <b>Summer</b>   |
|---|---|---|---|
| <b>Reading</b>  | Yr 3 baselines by reading conferences<br>NFER reading age test<br>Yr 3,4,5,6 tests          | Yr 3,4,5 tests<br>Yr 6 Mock SATs              | Yr 3,4,5<br>Yr 6 SATs   |
| <b>Writing</b>  | Yr 3 baselines<br>Diagnostic spelling test<br>Whole school writing moderation. Once a term. | Whole school writing moderation. Once a term. | Whole school writing moderation. Once a term.<br>Whole school moderation of Year 6 writing. |
| <b>Maths</b>  | Yr 3 baselines<br>Yr 3,4,5,6 tests  | Yr 3,4,5 tests<br>Yr 6 Mock SATs              | Yr 3,4,5 tests<br>Yr 6 SATs   |
| <b>GPAS<br/>Grammar,<br/>punctuation<br/>and<br/>spelling</b> | Yr 3,4,5,6 tests  | Yr 3,4,5 tests<br>Yr 6 Mock SATs              | Yr 3,4,5 tests<br>Yr 6 SATs   |

**The primary purposes of nationally standardised summative assessment**

**For pupils and parents:**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

**For parents:**

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

**For teachers:**

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

**For school leaders and school governors:**

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

**For the Government:**

**Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.**

*Taken from Commission on Assessment without levels: Final Report Sep '15*

**Recording**

At Droxford Junior School teachers input their data onto a Excel tracking Sheet for each child in Reading, Writing and Maths (this occurs at the end of each term) stating which curriculum year the child is currently working in and whether they are 'Entering', 'Developing' or 'Secure' within that year group. Assessments are made using teacher assessments (primarily) and test results and are agreed in moderation and standardisation team and staff meetings. The Assessment Manager and Leadership team identify if children are on track, exceeding or behind expectations based on Age Related Expectations (ARE) and feed this back to teachers. They also track the progress they are making throughout the school. This informs future planning at cohort and individual level, curricular targets and interventions. Analysis is made of groups including More Able, SEN and Pupil Premium to ensure they are supported and challenged appropriately.

Pupil Progress meetings follow each data drop. These are held with the head teacher and class teacher/s and have the primary purpose of addressing children who have made little progress or are not on track to achieve ARE.

For children who are underachieving or 'at risk' of underachieving, appropriate intervention strategies are planned, implemented and evaluated. These are monitored closely throughout the year and include booster groups and Wave 1-3 interventions. Teaching Assistants are central to these interventions. Assessment records and tracking pupil progress are kept for aspects of PE, Computing and scientific enquiry.

Foundation subjects are tracked half termly using assessment criteria provided by the subject leader. These are tracked by the criteria: working towards (WTS), expected standard (EXS) and greater depth (GDS.)

**Target Setting**

See marking and feedback policy.

## Expectations

Age Related Expectations (ARE) are as follows:

| <b>Year group</b> | <b>ARE</b>       |
|-------------------|------------------|
| Year 2            | Year 2<br>Secure |
| Year 3            | Year 3<br>Secure |
| Year 4            | Year 4<br>Secure |
| Year 5            | Year 5<br>Secure |
| Year 6            | Year 6<br>Secure |

NB: Due to the change in the National Curriculum and heightened expectations, it may take some time for these AREs to be achieved for the majority of a cohort.

The 'average' child should reach ARE for each year group that they are in, deepening and securing their learning as they go. The assessment manager evaluates progress of cohorts, individuals and specific groups in relation to progress - Value Added (VA) and attainment – Average Point Scores (APS). External analysis from Analyse School Performance (ASP), Inspection Data Summary Report (IDSR) and Fischer Family Trust (FFT) data is also used to compare us against similar schools nationally.

## Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Each term we offer parents the opportunity to meet their child's teacher. At these meetings we review the targets that we have identified for their child. During the spring term, parents are given a mid-year overview report and in the summer term a written report of their child's progress and achievements during the year. This includes teacher assessment of their national curriculum ARE in reading, writing and mathematics. In this report we also identify target areas for the next school year. Children also offer their own evaluation of their performance during the year. In addition we invite feedback from parents.

**Accepted by Full Governing Body: 30<sup>th</sup> January 2018**

**To be reviewed: Spring 2020**