



Assessment Policy

July 2017

Approved by GB: July 2017

Next review due: July 2010

Introduction

This Policy outlines the purpose, nature and management of assessment at Churchfields Junior School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all pupils at Churchfields Junior.

The policy reflects the views of all the staff of the school. It has been drawn up following consultation with all staff and pupils, and has full agreement of the Governing Body.

Staff have access to the Policy via the school's server via the Teacher's Drive. Parents are also able to access a copy of the policy via the school website.

Aims and Outcomes

The aim of the policy is to give a clear outline of all assessment techniques at Churchfields Junior, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards. Specifically:

- To gather systematically, record and review evidence of pupil attainment
- To assess, record and report on pupils' achievements
- To use the outcomes from assessment, recording and review of progress to monitor and evaluate curriculum planning
- To track individuals and cohorts throughout the school to monitor their achievements and set targets at various levels in order to raise achievement
- To use assessment information to drive school improvement
- To identify strengths and areas to improve in the school's provision
- To provide equal opportunities via a personalised curriculum for all pupils to fulfil their potential
- To encourage pupil's independence by allowing them to take increasing responsibility for their own progress through systems of self-assessment

To achieve these aims we would seek to involve all staff, parents and governors in a partnership of home and school.

Implementation

Assessment is a daily part of school life. Informal assessments, through monitoring pupils' work and their understanding of concepts, are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the pupils' learning;
- to be diagnostic, providing more detailed information about individual pupils' strengths and weaknesses;
- to be summative, providing a snapshot of each pupil's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the pupils to enable them to develop their learning.

Assessment for Learning (Formative)

Assessment for learning is a key part of our approach to teaching and learning at Churchfields Junior. Staff use success criteria marking, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. Marking should be against the learning objective and should identify successes and areas for improvement. Targeted questioning is also used to inform assessments.

- Verbal assessment- Teachers will:
 - Use questions designed to check understanding at the beginning of lessons, e.g: “Think of three things you can remember from our last lesson about...”
 - Make explicit to pupils the purpose of the lesson, e.g. “By the end of the lesson you will be able to...”
 - Use a range of open and closed questions also differentiated/targeted questions so all pupils have an opportunity to answer
 - Use the plenary to check understanding and reinforce learning
 - Provide opportunities for pupils to review their achievements
- Marking of work – work should be marked against the learning objectives for the lesson, which were made known to the pupil at the beginning of the lesson. Marking should provide an assessment record and feedback to the pupil. Verbal or written comments should be personal, honest and constructive and identify the next small step for improvement, which pupils can then address at the beginning of the next lesson, or at a later date as appropriate

For assessment to be formative, feedback information needs:

- To be based on clear learning intention
 - To take account of pupil self-evaluation
 - To highlight where success occurred and where improvement could take place
 - To be a form which is accessible to the pupil
 - To give strategies for improvement (often orally with young pupils)
 - Some focused improvement, based on the feedback, to take place
- Short term planning evaluations – class teachers make weekly evaluations on their short term plans about the general classroom attainment during lessons. Specific pupils not achieving the objective for the lesson, or those who required extra challenge are also noted on these evaluations so that where necessary subsequent lessons can be differentiated to meet pupils’ needs. Staff will take into account those pupils who are on the SEN register or at the early stages of English language acquisition. LSAs provide verbal and written feedback about a pupil’s successes and difficulties to the Class Teacher.
 - Challenging pupils to take risks, aim high and learn from their mistakes. Staff to use the challenge part of the success criteria as a tool for this.
 - Providing regular opportunities to review learning against the success criteria throughout the lesson (mini-plenaries). Pupils to take greater control over their learning to become more independent to identify their next steps.
 - Involving the pupils in peer and self - assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time
 - Celebrating achievement, progress and good examples of work on displays. Staff to show outstanding levels of work and progress to the SLT for a Headteacher’s Award.

- Guided Masterclass Feedback – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning intentions are addressed and progress against them is made.
- Pupils to use purple pen for self - assessment, peer assessment and to respond to written comments set by the teacher.

Statutory and non-statutory assessment

- At the end of Year 6 pupils take the **Statutory Assessment Tests**. These will be administered in accordance with DfE instructions. Year 6 pupils are tested in reading, EGPS and maths. Year 6 pupils will also receive a Teacher Assessment Level for reading, writing, EGPS, maths and science. The organisation of these tests should be co-ordinated by the Assessment Leader in consultation with the Headteacher.
- A week in September, January and May is identified each year for each year group from Yr 3-6 inclusive to complete written assessments. During this week pupils are assessed in English and Maths. Each pupil then has an assessed reading age, maths age, writing, reading maths and science age related level and standardised score in reading and maths. These outcomes are recorded on an electronic tracker assessment sheet which includes the pupil's previous outcomes, targets and progress indicators.
- Using these mid-term assessment results, class teachers are able to identify areas of strength and weakness so that short and medium term plans can then be altered accordingly.

Information from these assessment events are used to track progress of individuals, classes and cohorts, using Churchfields Assessment Tracker. Senior and Middle Leaders meet with class teachers following the assessment events to discuss progress and potential intervention and support for individuals and groups.

Foundation subject assessment

In the non-statutory subjects, teachers assess their pupils on an on-going basis during lessons and annotating plans with evaluations. Pupils are identified as achieving, working below or working above the objectives of the units taught throughout the half term. Staff keep notes on pupils' attainment and progress which they use to compile the annual report to parents. Each subject and topic has an assessment sheet which is stuck into pupils' books. Pupils and staff tick the relevant box to show whether a pupil is working towards, meeting or exceeding expectations (Appendix A).



Year 6

Local Area Comparison

	Self-Assessment ✓✓✓	Teacher Assessment			
		With Support	Prompted	Independent	Expert
I can use a series of maps to learn about the main human and physical features of the local area.					
I can compare the physical features of Rhos-y-Gwaliau and South Woodford					
I understand the main features of a rural location					
I understand the main features of an urban location					
I can consider why populations differ in these areas					
I can consider the reasons why people live in rural and urban settings					

Useful Vocabulary

urban rural features

village hamlet city town population compass

How can I achieve 'Greater Depth'?

- I can recognise why population size differs in rural and urban areas
- I can think of reasons why land use is used differently in rural and urban areas
 - I can compare rural and urban spaces within the same locality

Recording and reporting assessment

- A formal written report for each pupil will be sent home at the end of the Summer Term.
- At the end of Key Stage 2, with the formal written report, the results of the Statutory Tests and Teacher Assessments in the core subjects for their pupil.
- There are three parent consultation evenings a year - one per term. Two consultation evenings, where parents have the opportunity to look at and discuss their pupil's work, targets and progress with the class teacher and Headteacher (where appropriate). The third consultation evening is where teachers and parents will have the opportunity to discuss the formal end of the Summer Term written report.
- In line with the SEN code of practice, the class teacher, in consultation with the SEN team, will write an IEP for those pupils on the SEN Register. Parents will receive a copy of the completed IEP.

Evaluating performance

The core curriculum subject Leaders are required to analyse the results of their subject, across the school each term. The statutory and the non-statutory tests need to be analysed to determine the success of the resource allocation, scheme of work and class teaching of their subject.

From gap analysis, curriculum targets are set for each cohort of pupil indicating their weaknesses within the subject. These areas of weakness are then addressed by adapting planning, teaching and learning.

The school receives data from a range of sources that is used to evaluate performance and set priorities. These include:

- ASR (LBR generated Annual Statistical Report)
- FFT (Fischer Family Trust target-setting tool)
- Raise Online (Department for Education generated analysis tool)
- School generated analysis and tracking systems

Responsibilities and roles

The Assessment Leader in consultation with the Headteacher has responsibility for:

- The production and presentation of the Policy Document.
- The organisation and administration of the Year 6, Statutory Assessment Test.
- The collection and presentation of assessment data to be used to inform planning and track individual / targeted group / class progress.
- Ensuring that staff are informed of new assessment initiatives and are aware of assessment procedures.

Curriculum Leaders are responsible for:

- Carrying out scrutiny of teachers short term planning. Feedback must be given to each Year Group and to individual teachers in the year group.
- Carrying out scrutiny of pupils' work. Feedback must be given to each Year Group and class teachers.

Class Teachers are responsible for:

- Keeping assessment records.

- Ensuring that the Statutory Assessment and Non-statutory Assessment Tests are administered in accordance with DFE instructions.
- Submitting relevant assessment data.
- Ensuring that assessment records are passed onto the next class teacher.

Parents will be kept informed of progress through termly consultation evenings, the feedback of Statutory and Non-statutory Test results and the end of year formal written report. Parents will also be aware of assessment through positive and constructive written comments in exercise books. There will be evidence of next step targets that focus on how to move the pupil on to the next stage of achievement for the pupil.

Governors will be informed of assessment arrangements through Governor visits, assessment reports and formal presentations to the Governing Body.

Review and monitoring

This policy is monitored by the assessment Leader and the Senior Leadership Team through:

- Regular scrutiny of pupils' books
- Regular monitoring of teaching plans
- Evaluation and review of assessment data
- Lesson observations to monitor the quality of teaching and implementation of teaching plans
- Pupil interviews

All members of staff will evaluate the effectiveness of the Assessment Policy on a regular basis. The Policy will be cross-referenced with what is happening in practice.

This policy is reviewed by staff and governors at least once every three years, and reviewed whenever Government policy changes. The next review is due July 2020. Parents are welcome to view copies of this document via the school's website and comments are invited from anyone involved in the life of the school.