



Assessment Policy

February 2018

Approved by GB: February 2018

Next review due: July 2020

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 through consistency of approach and parity between teacher across the school.

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

Staff have access to the policy on 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 this policy is to give a clear outline of all assessment techniques used 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 systematically gather, record and review evidence of pupil attainment
- To regularly assess, record and report on pupils' achievements
- To use the outcomes of the assessment, recording and review process of pupils' 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 enabling them to fulfil their potential
- To encourage pupil's independence by allowing them to take increasing responsibility for their own progress through embedded 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 at different points throughout the year 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, both verbal and written, 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 as well as 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 – Teachers will:
 - Mark against the learning objectives which were made known to the pupil at the beginning of the lesson.
 - Provide an assessment record and feedback to the pupil through written comments.
 - Use verbal or written comments that are 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
 - Deliver guided Masterclass Feedback where pupils work in guided groups to access the learning and achieve. The pupils will receive instant verbal feedback linked to their current learning and engage in dialogue that ensures learning intentions are addressed and progress against them is made.

- For assessment to be formative, feedback information needs to:
 - Be based on clear learning intention
 - Take account of pupil self-evaluation
 - Highlight where success occurred and where improvement could take place
 - Be of a form which is accessible to the pupil
 - Give strategies for improvement (often orally with young pupils)
 - Have some focused improvement, based on the feedback, to take place

- Short term planning evaluations – class teachers will constantly evaluate their weekly plans in ‘real time’ both during lessons and in discussion with their year group colleagues throughout the week. Specific pupils not achieving the objective for the lesson, or those requiring extra challenge, are also noted during these evaluations so that the current lesson or subsequent lessons can be differentiated where necessary. 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.

- Children will be challenged to take risks, aim high and learn from their mistakes. Staff will use the challenge part of the success criteria as a tool for this.

- Children will be provided with regular opportunities to review learning against the success criteria throughout the lesson (mini-plenaries). This will enable pupils to take greater control over their learning to become more independent to identify their next steps.
- Children will be involved in peer and self - assessment by setting each other as well as themselves targets against the success criteria. This will help them to assess their own progress and the progress of their peers within lessons and over longer periods of time. Children will use purple pen for self - assessment, peer assessment and when responding to written comments set by the teacher.
- Children will be encouraged to celebrate their achievement, progress and good examples of work on display. Staff will show outstanding levels of work and progress to the SLT for a Head Teacher's Award.

Statutory and Non-Statutory Assessment

Every year, in the months of September, January and May, a week is identified for all year groups (Y3-6) to complete written assessments. During this week, pupils are assessed in reading, writing and maths. A maths-age and reading-age are then generated for each pupil based on their test score and expectations for that point in the school year, alongside a Standardised Score generated using the child's test score and chronological age. Pupils also receive an Age Related Expectation (ARE) score based on their standardised score and informed by teacher judgements. Where a standardised score has not been generated (writing), teacher judgement will be used to assign an appropriate ARE. Teacher judgements for writing are informed by moderated examples discussed and chosen by the year group team in partnership with the English Leader. These outcomes are recorded on the Churchfields' Assessment Tracker; an electronic tracker assessment sheet which includes the pupil's previous outcomes, targets and progress indicators.

Information from these assessment events is then used to track the progress of individuals, classes and cohorts. 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. Senior and Middle Leaders will also meet with class teachers following these events to discuss progress and potential intervention and support for individuals and groups.

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 (English, grammar, Punctuation and Spelling) and maths. These 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 Head Teacher.

Foundation Subject Assessment

As with English and maths, teachers assess their pupils in science and the non-statutory (foundation) subjects on an on-going basis. Pupils are identified as achieving, working above or working below the objectives of the units taught throughout each half term. All foundation subjects and topics have a corresponding assessment sheet which is stuck into pupils' books at the beginning of the unit. Pupils and staff tick the relevant box to show whether a pupil has met, is exceeding or is working towards expectations (Appendix A – Example of an assessment sheet for a Y6 geography topic, 'Local Area Comparison'; Y3 RE topic, 'Hinduism'; Y4 history topic, 'Roman History'; Y5 science topic, 'Forces').

After reviewing previous practice in terms of the new curriculum framework, foundation assessment sheets have been adapted to better provide for those children who are working at 'greater depth' in science, geography, history and RE. This section (found below the objectives needed to achieve expectations) detail the further criteria that pupils are required to meet to be considered as working at greater depth.

A similar method of assessment has been developed for PE, PSHE, Music, Art, DT and French. For the subjects that are not recorded in books (PE, PSHE and Music) these will be assessed in a booklet similar to the self-assessment sheets in the attached appendices. Children will self-assess against the objectives written in child-speak at the end of each lesson, and teachers will assess if that pupil is working towards, at or exceeding expectations. Those subjects that are recorded (Art, DT and French) will use a self-assessment sheet listing the objectives for the academic year, glued into the pupils' exercise books. This assessment sheet will be used by pupils and teachers at the end of each lesson.

As a direct result of the whole school focus on embedding vocabulary use across the curriculum, key subject-specific vocabulary is now included on the Self-Assessment sheets given to each child at the beginning of each foundation topic. These words are also included in spelling homework, where appropriate; displayed in the classroom and shared and referenced throughout lessons.

Recording and Reporting Assessment

- Class teachers update Assessment Trackers every half-term for all subjects.
- A formal written report for each pupil based on assessment results and teacher judgements will be sent home at the end of the Summer Term.
- At the end of Key Stage 2, a formal written report about their child's progress and attainment will be sent home to parents. Results of the formal SATs will be collected separately.
- 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 Head Teacher (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 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)
- Analyse Schools Performance (Department for Education generated analysis tool)
- School generated analysis and tracking systems

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

From gap analysis, curriculum targets are set for each cohort indicating any areas of weakness within the subject. These areas are then addressed in partnership with class teachers by adapting planning, teaching and learning.

Responsibilities and Roles

The Assessment Leader in consultation with the Head Teacher has responsibility for:

- The production and presentation of the assessment policy.
- The organisation and administration of the Year 6, Statutory Assessment Test.
- The collection and presentation of assessment data 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 as a whole and any additional support to individual teachers in the year group where appropriate.
- Carrying out scrutiny of pupils' work. Feedback must be given to each year group and to class teachers individually where appropriate.

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.



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 <u>Rhos-y-Gwaliau</u> 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

Year 3 Hinduism



	Self- Assessment 😊😐😞	Teacher Assessment		
		Nearly there!	Got it!	What's next?
I can re- tell the story of Rama and Sita.				
I can explain how Hindus celebrate the festival of Diwali.				
I can explain how Hindus celebrate Holi festival.				
I understand why Hindus have many Gods.				
I can recognise, name and discuss different Hindu Gods.				
I know where and how Hindus worship.				
I understand the importance of Aum to Hindus				

Useful Vocabulary:

Reincarnation Aum Divinity Brahma Vishnu Shivu
 Rama Sita Holi Diwali Light
 Darkness Ganesh Krishna

Greater Depth

I can make comparisons between Diwali festival, Holi festival and important events in my own life.

I can re-tell the story of Rama and Sita, explaining the underlying theme of light and darkness.

I understand why Hindus have many Gods and explain their symbolic characteristics.

Year 4

Roman History



	Self Assessment ✓✓✓	Teacher Assessment			
		With Support	Prompted	Independent	Expert
I can identify and compare a primary and secondary source.					
I can interpret events from a secondary source.					
I can analyse the impact of the Romans on British society.					
I can compare a Roman soldier's life with a modern soldier.					
I can compare sources about Boudicca.					
I can explain the causes and consequences of the Romans leaving Great Britain.					
I can analyse the impact of the Romans on British society.					
I can analyse the significance of the Romans using sources					

Useful Vocabulary

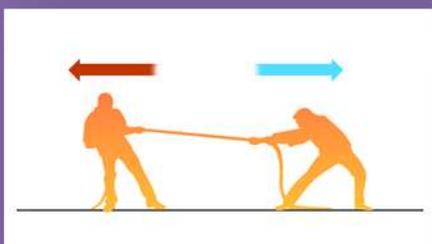
Caesar Roman empire roads Italy centurion central heating
 toga coins baths mosaic atrium banquet
 gladiator soldier tortoise legionary slave
 numerals Christianity

How can I achieve 'Greater Depth'?

- I can identify the reliability and usefulness of a source.
- I can identify a range of similarities between 'Roman History' and another historical period.

Year 5

Forces



	Self Assessment ✓✓✓	Teacher Assessment	
		Working towards ARE	Working at ARE
Revise: I can compare how objects move on different surfaces.			
Revise: I understand that forces exist between 2 objects.			
Revise: I know that some forces slow things down.			
I can explain that objects fall towards the Earth because of the force of gravity.			
I can identify the effects of air resistance, water resistance and friction.			
I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.			
I can draw accurate force diagrams of situations I investigate.			
I can identify when forces are balanced and unbalanced and explain how this relates to the movement of objects.			

Useful Vocabulary

Force Newtons gravity friction resistance upthrust balanced
 unbalanced lever pulley contact non-contact thrust lift opposite
 weight mass acceleration deceleration decrease increase

Greater Depth Questions

Can identify when forces are balanced and unbalanced and explain how this relates to the movement of objects?

Can you research any theories related to forces?