



St James' C of E Junior School

Developing the Love of Life and Learning in a Caring Christian Community

Assessment policy

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations: [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

The main purpose of assessment within the school is in order to;

- Enhance pupils' learning
- Identify children's specific needs
- Inform the child, his/her parents and the teacher of progress and achievement
- Celebrate children's achievements
- Provide information for planning future learning
- Evaluate and improve upon the effectiveness of the curriculum and our teaching
- Evaluate the rate of a child's progress
- Evaluate the impact of intervention

4. Assessment approaches

At St James' C of E Junior School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment includes:

- verbal feedback given to individuals or groups of learners;
- marking in books which identifies something which has gone well and a specific area for improvement;
- teacher questioning which assesses knowledge, skills and understanding;
- peer assessment is used in all year groups to enhance the knowledge of both assessor and peer
- observations are used to identify when a child has met skills e.g. PE / art

Formative assessment is then plotted on an online pupil tracker 'Insights' as a measure of depth in understanding of curriculum areas for individual children. This tracker is used in order to identify gaps in knowledge which are then addressed by the teacher.

The Insights tracker is used in order that teachers can plan and deliver lessons which closely match the needs of the children.

At St James' pupils' writing is assessed at the end of a taught module. This 'hot write' task is used to measure pupils' understanding of the module.

School staff are used to moderate formative assessment across the key stage.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand 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 improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment tests are used two times within the year: in December and in June. These are more formal test papers which are designed to test knowledge and skills within mathematics, reading, spelling punctuation & grammar and writing.

The tests are then analysed in order to indicate individual and group performance. A diagnostic exercise is completed to show teachers specific areas for improvement.

A formal test is also completed on entry into school – the Progress in Maths / English tests are marked externally in order to eliminate bias.

As the tests are completed at the same points within the year, progress over time can be measured.

All formal tests are matched to the National Curriculum objectives for each year group. Children's test results are measured as:

Description	Standardised Score
Greater depth of understanding	110
Expected standard (age related expectation ARE)	100
Working towards standards	80 - 100
Well below expectation	Below 80

This score is tracked over the year and across the key stage for reading, writing and maths.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

New statutory tests may be introduced.

5. Collecting and using data

Data is collected throughout the academic year in order to measure attainment and progress.

All data is kept within GDPR regulations.

It is used to measure a child's progress against national expectations. This information is shared with parents / carers at the end of the year on a written report.

The online pupil tracker is used to measure progress and attainment. The analysis of this data is completed by the assessment lead and shared with the governing body in an anonymized document. Governors use this information in order to hold school leaders to account.

6. Reporting to parents

The school shares assessment data with parents at the two parents' evenings: in Autumn and Spring terms.

An annual written report (in Summer term) includes:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record,
- The results of any public examinations taken, by subject and grade

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

In-school training will be given to all new members of the teaching team. New staff will be given a 'buddy' to model the assessment process.

In addition, the assessment lead will deliver training as new developments are introduced to the school.

Governors will be invited to assessment training opportunities in order that they develop an understanding of the assessment system and can better hold school leaders to account.

At least annually, the staff will be given the opportunity to evaluate the current system and practice in order to make improvements and keep the process relevant and accurate.

The school is committed to providing CPD opportunities. School staff will have regular IDSR / ASP and FFT Aspire training.

The school uses the teachers' standards statements and career stage profile in order to identify training needs.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every three years or on the introduction of new initiatives.

At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The headteacher will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutiny, pupil conference, data analysis and pupil progress meetings.

Angela Anderton

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