



Four Lanes Community Junior School Assessment Policy

INTRODUCTION

This policy document sets out the school's aims, principles and approach to the assessment of learning at Four Lanes Community Junior School. It will form a basis for the development of assessment in our school over the next year.

It was produced by the Assessment Coordinator, through consultation with the Head Teacher, The Senior Leadership Team and The School Governors. It is written in line with all subject based policies and the Marking and Feedback Policy. This policy will be amended summer 2016 in line with outcomes from the DfE report from the Commission on Assessment without Levels.

Rationale for assessment in our school:

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment of children takes different forms including observation and discussion as well as the formal assessment of written work and tests

At Four Lanes Community Junior School, we endeavour to support all pupils in making better than expected progress, to raise confidence and self-esteem. Assessment is central to this and is incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum whilst enabling teachers to enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Aims of Assessment

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- ensure teacher planning is amended according to assessments made in order that the teaching and learning meet the needs of all children
- recognise the achievements of pupils
- ensure all children make rapid and sustained progress, regardless of background or ability
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements
- to have a consistent approach that measures school progress against national standards.

Types of Assessment

Summative Assessment:

Four Lanes Community Junior School has an assessment calendar (see below) and formal assessments are used at three 'Milestone' points in the year to track progress. From September 2015, the school is using a combination of assessments published by Rising Stars, and 'in house' progress trackers that adhere to the new system of Assessment without Levels. Summative assessments are informed by the professional judgement of teachers - as well as through tests - where judgements are regularly made against KPIs set out in the 'Assessment without Levels' booklet (circulated to parents October 2015)

Summative assessments occur at defined periods of the academic year such as end of unit, at 'Milestone' points and, for Year 6, predetermined SATs tests where pupils will be given a scaled score and a 'performance descriptor' against the expected age related standard. Summative tests help teachers in making assessments which are of use in determining the developing subject learning level for pupils as they move forward throughout the academic year, or in transition to their next stage of education.

Formative Assessment:

This is the on-going Teacher Assessment carried out both formally and informally on a day to day, lesson to lesson basis during a unit of work and is central to pupils making good progress. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations of all subject areas are kept on planning and in teacher's own mark books, children's work books and Home-link Reading Records. Children are actively involved in this and time is given to ensure children reflect on their successes and how to improve their work.

Through formative assessments, children are given the opportunity to consolidate or extend their learning through targeted interventions which may take place in a small group by the teacher or Learning Support Assistant or on a 1:1 basis.

Diagnostic Assessment:

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data where children need a more personal learning plan (IEP). Further information can be obtained from the school's Inclusion Manager. Where necessary, children are tested by a member of the S.E.N. team to identify specific learning needs. If appropriate, staff use published tests from other year groups to support the on-going teacher assessment of S.E.N. pupils not attaining at A.R.E.

Monitoring and Evaluation

The process of moderation is an essential part of the assessment system.

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed in detail by the HT and shared with the SLT and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Year Leaders check regularly that class teachers focus on these pupils to ensure accelerated progress is being addressed within teaching.

Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- with colleagues in school (Year Leaders, during joint Year Team and whole staff meetings.)

- moderation in liaison with Four Lanes Infant School is conducted regularly to ensure transition from school to school is effective
- with colleagues from other schools within the Cluster
- by attending LA led sessions to ensure our judgements are in line with other schools
- by using SATs exemplification materials
- work scrutiny by subject co-ordinators
- talking to children

Records and Record Keeping

Teachers keep records of all pupil assessments which show attainment towards standards in all areas of the curriculum, most detailed in reading, writing and maths. These are completed on a regular basis by staff and used to inform the planning of next learning steps. Marking of work, in line with our marking and feedback policy, discussions, moderation within year groups and observations inform the on-going assessments of pupils.

Teacher assessments, particularly in English and Maths, are moderated rigorously. At the end of each year, teachers share this information with parents and each other to ensure end of year data is accurate and useful for the next stage of the child's learning be this at another school or another year group.

Reporting

At Four Lanes Community Junior School we report our assessments to promote and provide:

- successful home/school relationships
- information for parents and potential parents
- an opportunity for discussion with parents
- in some cases, information with outside agencies
- targets for the children
- shared information of progress and next steps
- whole school evaluation and development
- Local Education Authority
- Information for staff performance management

Assessment Data is provided to parents at parents' evenings and at the end of the academic year. A written report for each child is sent to parents, once a year, at the end of the Summer Term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. Teachers will comment on the attainment of the pupil in terms of national Age Related Expectations. For children at the end of Key Stages 2, additional information including details of the SATs will also be provided.

Parents are invited to attend formal interviews with the teacher during the Autumn, Spring and Summer terms. Should the need arise; teachers might organise to meet with parents at other times. Parents are always welcome to make appointments to discuss the progress of their child with the teacher or Head Teacher.

Target Setting and Reviewing Progress

Assessment in Key Stage 2 (English and Mathematics)

Along with on-going teacher assessment, more formal teacher assessments are entered on to the schools tracking system and progress maps are created to show attainment and progress against targets.

This data is analysed to show 'Standardised Score Progress' and to identify groups and individuals who may require further intervention and those who are making accelerated progress.

Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year. These targets are linked to performance management systems. The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

Role of the School Assessment Co-ordinator (in partnership with the HT)

The school's Assessment Coordinator has the responsibility for the development of the assessment, recording and reporting procedures in school.

The co-ordinator's responsibilities include:

- initial SDP priorities linked to assessment
- liaise with the HT and the school Leading Learning Partner through the visits
- lead and broker school development in assessment, recording and reporting procedures
- liaison with subject co-ordinators with
- in the school
- liaison with other assessment co-ordinators within the LA
- attend and lead INSET where appropriate
- keep governors informed of changes

Assessment, recording and reporting procedures should be monitored regularly in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes.

Roles and Responsibilities

Governors:

Monitor whole school progress data with support of HT and DHT

Head Teacher / Deputy Head Teacher:

Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff:

Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants:

Provide feedback to the teaching staff on progress and attainment of key pupils.

Parents and Carers:

Support children at home with homework to positively impact on progress (as set out in the Home School agreement).

Pupils: complete all work to highest of standard in order to make good progress in school.

This policy has been written by Rachel Sale and agreed by staff : Spring 2016

Resources (Including Appendices)

Appendix 1 – Yearly Assessment Plan