Hasland Junior School

Assessment Policy

Introduction

We believe that effective assessment provides information to improve teaching and learning. We assess pupils and track their progress as they move through the school in a systematic and structured way, with current data being readily available which monitors individual pupil attainment and progress.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lessons on a detailed knowledge of each pupil.

We give parents the opportunity to discuss their child's progress so that staff, children and parents are all working together to raise standards for all our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- To achieve and maintain the highest possible standards of academic attainment for pupils of all backgrounds and abilities;
- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To establish a robust set of teacher assessment procedures for assessing, recording, reporting and reviewing results.
- Through consultation, to allow systematic assessment to guide all parties involved in a child's personal progress and learning throughout their time at our school;
- To provide termly information for parents that enables them to support their child's learning;
- To help the school to make informed judgements relating to the way the curriculum is planned and resourced;
- To allow the school to set realistic but challenging targets required in English and Maths;
- To ensure national statutory assessment procedures are fulfilled;
- To provide the headteacher, SLT and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

We aim to ensure that assessment opportunities are built into planning procedures to find out what pupils know, understand and can do.

We use our long term, medium and weekly plans to guide our teaching. In these plans we set out the aims and objectives and give details of what is to be taught in each year group.

We use the National Curriculum to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives, which are shared with the children. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our planning makes clear the expected outcomes for each lesson. We note children who do not achieve at the expected level for the lesson and we use this information when planning for the next lesson or additional intervention sessions.

Children are formally assessed at agreed times during the year (currently three times) Each child at Hasland Junior School has an English class work book, Writing assessment book, Guided Reading book, Power Maths book and Maths jotters.

Assessing pupil learning and progress

We aim to engage in a process of gathering information about what pupils know, understand and can do and make a judgment which can be communicated to pupils, teachers, parents, governors and other interested parties in a form that the individual concerned can use. We aim to keep assessment manageable so that it is useful and ensures that practice is consistent throughout the school. Assessment informs teaching plans at short, medium and long term levels in a continuous cycle of planning, teaching and assessment. Pupils assess their own work and the work of others.

Methods of assessment

Assessment is ongoing and is carried out in a variety of ways:

- Working with or speaking to pupils – questioning and discussion
- Observation of practical tasks and pupils working
- In marking of written and pictorial working
- Testing
- Moderation of children's work
- Work sampling

Types of assessment

Assessment can be broadly categorised as either formative or summative. Formative assessment is the ongoing assessment of how children are learning, undertaken by the teacher during the course of the learning process. Summative assessment is the assessment of learning that takes place after the learning process, in order to measure how effective the learning has been and considers what a child has achieved at a set moment in time.

Formative assessment

Formative assessment is a process of continuous assessment used in mapping out the steps, which pupils are following in their learning. It is managed through discussion, observation and questioning about oral, practical or recorded tasks. At Hasland Juniors, where possible, this feedback is given as a verbal comment (see Effective Feedback Policy). Formative assessment is constructive, gives feedback against learning objectives and should be given as soon as possible, either during the task or soon after completion. This feedback lets pupils know how near they are to meeting the objectives and what they need to do next to improve their work.

We use various types of formative assessment with our pupils:

- Self Assessment – where pupils engage in assessing and reviewing their own progress, setting targets for further improvements
- Peer Assessment – where pupils engage in collaboratively assessing their peers
- Evaluative Assessment – where teachers use assessment to focus on their practice and make amendments where appropriate
- Diagnostic Assessment – this identifies specific problems a child may have in an area of learning.

Summative Assessment

Summative assessments take place half termly or at the end of a unit of work.

- Standard Assessment Tasks are undertaken at the end of Year 6 and marked externally for Grammar, Punctuation and Spelling (GAPS), Reading and Maths. Attainment in writing is teacher assessed and moderated internally. The resultant attainment stage attributed are included in the children's final annual report.
- In Y3,4 and 5 attainment given to children from summative assessments are used alongside the formative teacher assessments to track and compare the attainment and progress of all individual pupils and cohorts as they progress through the school. Specific groups of pupils – School Support, Pupil Premium, EAL (English as an additional language), Boys/Girls - are also identified and progress towards targets tracked closely - to ensure they are making expected progress.
  Progress towards targets is analysed rigorously by staff, governors and the LA and resulting actions identified if lack of progress/slow progress/underachievement is

evident.

Target setting

We use target setting:

- To help focus our teaching
- To involve pupils in their learning
- To help motivate pupils in their learning
- To raise attainment
- To accelerate progress

As a school, we set end of year targets in Reading, Writing, Grammar Punctuation and Spelling (GAPS) and Maths. We use Fisher Family Trust Aspire top twenty percent of schools in order to set challenging targets. We review the progress of each child during and at the end of each year and set revised targets. These are used to inform our tracking.

We believe that children engage best in their learning when they are required to take some responsibility for it and target setting is seen as a tool to aid learning. Targets are set for groups and individuals. These are shared and are reviewed with the children at the end of each term.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments and record only information that affects future learning.

We plan our lessons with clear learning objectives. We note achievement, so that we can take the needs of these pupils into account when planning for the next lesson (see Effective Feedback Policy). Where the majority of the class makes the planned progress there is no need to record this.

Short term assessments

Short term assessments are an informal part of every lesson.

Their purposes are to:

- Check that children have grasped the main learning intentions in a particular lesson, whether they have any misunderstandings that need to be put right and whether children are ready to move on to the next set of intentions outlined within the termly or weekly plan.
- Check that the ongoing skills in any particular subject are becoming embedded (eg: number facts in Maths, spelling and punctuation in English, appreciation of chronology in history)

- Give information, which will help adjust day-to-day lesson plans and brief any support staff or adult helpers about which children to assist, and how to assist them.

These short-term assessments are made in two different ways:

- During every lesson staff make effective use of verbal assessment, react to children's responses to questioning, see whether they are confident or hesitant with new work, decide whether they need extension work or more help, if any groups need to be adjusted, and so on.
- At intervals these observations are then supplemented by short tests or assignments which are immediately marked and feedback given to children

Medium-Term Assessments

Medium-term assessments have different purposes. We focus on the following:

- We review and record the progress children are making over time in relation to key objectives, what they know and can do, whether they can apply their skills in a new context and whether any weaknesses remain.
- We review and record what children have retained over a period of time since the teaching of a particular concept has taken place
- We identify children's progress against specific individual targets. These may be formally recorded on IEPs, or less formally as children's own targets.

Three times each year (Autumn 1, Spring 1 and Summer 2), teachers' summative assessments in English and Maths enable us to track and compare the attainment and progress of all individual pupils and cohorts as they progress through the school. Rigorous and detailed level tracking analysis is undertaken by teachers and overseen by Year Band Leaders and the Assessment Subject Leader to enable them to assess each child's progress towards their targets.

Following each termly summative assessment, the Assessment Leader and Year Band leaders will hold Pupil Analysis Meetings with teachers in their year group to analyse the data outcomes and discuss the progress of children towards their targets, identifying resulting actions as a result of any lack of progress made by individual pupils and adjusting targets where necessary to increase the number of pupils working at or above age related expectations.

All teachers have a whole school Pupil Progress objective as part of Performance Management which requires them to ensure that all pupils meet their end of year targets in English and Maths and that all children make three steps progress each year.

Teachers use Eaz-Mag to assess the attainment and progress of children in GAPS, Reading, Writing and Maths.

Long-term Assessments

On an annual basis we assess and review children's progress and attainment against school and national criteria. These assessments aim to:

- Assess pupils' work against the key objectives for the year
- Assess pupils' work against national standards
- Give supplementary information about individual children's attainment and progress so that we can report to parents and the child's next teacher;
- Help the school to set targets for external tests in future years
- Allow the headteacher to brief the governing body, the staff and others on overall progress and attainment in the school as a whole, including progress towards school, LEA and national targets.

The main ways in which these long-term assessments are made are through end-of-year tests, external standardised tests and teacher assessments.

Effective Feedback to Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Where possible, feedback is verbal giving information on what the child needs to do next in order to improve future work. A range of pupil's work (from pupils of different abilities) is also selected in order to praise the achievement of individuals in order to raise their self-esteem and motivate others to aspire to achieve the very best they can.

We encourage and allow opportunities for children to be involved in peer and self assessment as part of marking.

For more details please refer to the school's Effective Feedback Policy

Transfer of data and records

All pupil level tracking data based on termly assessments is inputted and kept electronically (using Eaz-mag) and is available to all staff for analysis. At the end of the year teachers are responsible for passing on the tracking data and other required records and assessment information. Teachers also meet to discuss the pupils they will be teaching the following year.

Procedures and arrangements are in place to facilitate the transfer of data between Key Stage 1 and 2 and between Key Stage 2 and 3. We have strong transition links between Y2 and Y3 from KS1 – KS2 and also between Y6 and the secondary school. Y6-Y7.

Reporting to parents

We have a range of measures 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.

We hold two parent's evenings during the year. In addition to this, parents are welcome to meet with the class teacher at any time during the year to discuss their child.

During the summer term, we give all parents a written report of their child's progress and achievements during the year. Parents are offered the opportunity to meet with the class teacher or headteacher to discuss any issues arising from this report.

With reports for pupils in Year 6, we also provide details of the attainment achieved in the National Tests and Teacher Assessment.

Monitoring of assessment

The Assessment Leader is responsible for ensuring all teachers consistently follow agreed assessment procedures and practice. This also includes moderation and work samples to monitor standards and encourage consistency across the school.

The headteacher is responsible for the monitoring of assessment in line with this policy.

Assessment in the Foundation Subjects, Science and RE

All teachers assess the attainment of pupils in their class in the Foundation Subject, Science and RE in Summer 1. Subject Leaders are then responsible for analysing and monitoring assessment in their subject areas and using this information to improve provision in their subjects. Actions from assessments form part of Subject Leaders Action plans for the following academic year.

Policy updated February 2024

Charlotte Bown (Deputy Headteacher and Assessment Leader)