Priory Junior School
Assessment Policy

At Priory Junior School, we believe that all children should be given the opportunity to develop mastery within their learning. By mastery, we mean:

- Securing basic fundamental skills
- Where skills are secure, they require less conscious effort
- Committed to the long-term memory
- Being able to use your skills to problem solve – knowing how to use what you know
- Being able to use 'old' knowledge to solve a new situation
- In-depth learning – where you can apply in a range of contexts – deepening, not broadening
- Able to question, reason, explain and investigate
- Able to see the links between areas of learning
- Able to teach others

Effective assessment is essential to this, in order to develop high-quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to identify how well a child is learning, to deepen their understanding and learning, and thus, secure progress and raise attainment.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Through developing a precise understanding of a pupil's learning needs, teaching can be tailored to enable them to access learning fully, and as a result, make the best possible progress.

Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

This policy sets out clear expectations and ensures equality of opportunity for all our pupils.

Aims and Objectives

There are three broad over-arching forms of assessment, each with its own purposes:

1. Day-to-day in-school formative assessment
2. In-school summative assessment
3. Nationally standardised summative assessment

Through **in-school formative assessment** (assessment for learning), we aim to:

- Make the learning objective clear by using WALT (We Are Learning To), and the 'how to' through success criteria
- Question pupils effectively, and provide opportunities for them to question too.
- Provide effective feedback to pupils, both orally and written, so that our children recognise the standards to aim for, and understand what they need to do next to improve their work.
- Involve pupils in peer and self-evaluation, promoting ownership for their learning
- Be able to plan work that accurately reflects the needs of each child
- Be able to intervene quickly to prevent underachievement
- Provide information regularly for parents that enables them to support their child's learning
- Provide children's future teachers with accurate information which will ensure smooth transition, and promote continuity and progression across the school

Through **in-school summative assessment**, we aim to:

- Track the attainment and progress of individual pupils, groups and cohorts, and thus inform future planning
- Set targets for all learners which are challenging, but realistic
- Review curriculum provision where necessary, and evaluate this on a regular basis
- Build a clear picture of the strengths and areas for development at school, class, and pupil level
- Provide the governors, SLT and subject leaders, with information that allows them to identify areas for development.

Through **nationally standardised summative assessment**, we aim to:

- Benchmark the school against other schools which allows us to evaluate how well our learners are progressing / attaining in comparison to others
- Provide the governors, SLT and subject leaders, with information that allows them to make judgements about the effectiveness of the school.
- Make use of this information to further raise standards, or celebrate achievements
- Provide receiving schools with information to ensure continuity and progression

Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know that they have to do to make progress. We endeavour to achieve this by:

- Informing children of the learning objectives (WALTs – *We are learning to…)* and success criteria in each lesson
- Questioning throughout the lesson in order to extend and judge pupil understanding
- Use of individual whiteboards and talk partners during lesson introductions which engages all children actively and allows teachers to identify misconceptions during the lesson start
- Observations – either focussed or interactive, including those by teaching assistants
- Improvement marking, with time for children to respond
- Feeding back to pupils on an ongoing basis both verbally and in writing
- Carrying out work scrutinies
- Planned assessment opportunities against objectives in medium / short-term planning
- Using assessments and feedback from marking to inform the next stages of learning and planning – a thorough analysis of assessments (such as NFER) allows teachers to identify gaps in learning which need addressing
- Utilising HfL Assessment materials to build detailed assessment pictures in reading, writing, maths – which in turn, informs planning through the identification of areas for focus
- Using this information to provide parents with a broad picture of their child's strengths and areas for development during parents evenings.

Involving pupils in assessing their own learning is a very important part of formative assessment. It allows children to become self-reflective learners, and develops their responsibility for their own learning. We develop this by:

- Use of 'Purple Polishing Pens' for children to self-edit and improve their own learning
- Involving children in peer and self assessment (*three stars and a wish, traffic lights*)
- Big Write self-assessment work
- Use of target pencils / science flasks which help them assess their own progress over longer periods of time
- Providing a dedicated learning review time each week in class, allowing for focussed reflection with groups of learners

Summative Assessments

Assessments of pupils' attainment and progress are carried out on a termly basis for the core subjects. Assessment details are entered into SIMS, our management information system as follows for:

- Speaking and Listening
- Reading
- Writing
- Maths

The SLT and governors use this information to maintain an overview of attainment and progress within the school. The information is used to discuss interventions needed for specific groups or cohorts, and to consider school development plan progress / priorities.

Teachers make use of HfL Assessment records to assist them in knowing each child's strengths and next steps for learning. These records are kept in their Class Assessment File (*the green file).*

Handy assessment overviews for Speaking and Listening, Science AT1 skills and Computing unit records are kept in this file also.

We also track progress in reading, spelling and multiplication tables, with reading and spelling ages recorded in September and February, and multiplication tables knowledge recorded termly.

Throughout the year, all class teachers keep a record of each child's attainment for science and all the foundation subjects. These are completed on the School's Excel Foundation Subjects Assessments spreadsheets for each class. This information feeds into each subject leader's analysis of attainment in their subject.

Teachers make use of their summative assessments to plan future teaching and learning – targeting areas that need developing.

Each child's strengths and areas for development are discussed with them at termly Learning Review meetings, and used to help them reflect their progress in learning using their target pencils / science flasks.

Nationally Standardised Summative Assessment

The school uses the information from tests in a variety of ways:

- ASP and FFT Analysis enables us to compare to national statistics, providing us with information on how our pupils are performing in comparison to other pupils
- Helps teachers to understand the national expectations
- SLT and Governors use this to evaluate the school's effectiveness, identifying any areas to address, and aspects of strength
- County reports enable us to compare to local statistics
- Additional testing for other year groups which has been standardised is also analysed to enable comparison against in-school summative assessments.
- Question level analysis of summative assessments

Data Analysis

Data is used for analysis in a variety of ways to inform the:

- Class teachers at the start of each term, showing visually the progress being made by children in their class for reading, writing and maths. These records are used as the basis of discussions in half-termly Pupil Progress Meetings.
- Core Subject Leaders and SLT analysis of progress towards targets
- Analysis of vulnerable groups' progress
- Termly Operational Plan / School Development Planning
- Termly Headteacher report to the Governors' Teaching and Learning Committee
- School Self-Evaluation
- Termly progress report for parents

Pupil Progress Meetings

These are held half-termly with class teacher, assistant headteacher and headteacher.
Meetings in the Autumn term focus on any children who are underachieving as they start the year, and identify appropriate interventions / strategies.
Meetings in the Spring term focus on children who look to be at risk of underachieving by the end of the year, and identify appropriate interventions / strategies.

The second meeting of the term focuses on how children are responding to the interventions / strategies that have been agreed.
In the summer term, pupil progress meetings focus on children who are still at risk of underachieving by the end of the year.

Alongside this, attainment and progress of the class is discussed as a whole, along with progress of vulnerable groups.

Children who are seen as emotionally vulnerable are also discussed at Pupil Progress Meetings, with actions to support identified.

Marking and Feedback

Marking and feedback is used to raise achievement through focussing on the successes and next steps in children's learning. Detailed information about this process is contained within the **marking policy**.

Inclusion

Assessment information, both academic and social, is transferred between professionals at each stage of a child's schooling – between classes, and key stages / schools. This ensures the children have the maximum opportunities to achieve.
Transition meetings are held between class teachers and Year 7 teachers, and between class teachers and Year 2 teachers.
SENCOs in all schools transfer information through meetings.
When children move schools, information is sent electronically to the receiving schools through the CTF (Common Transfer File). Paper records are also collated and sent on.

To enable all children in our school to make the best possible progress, the SLT tracks groups of vulnerable pupils, as well as individuals. Frequent discussions take place regarding their progress.

- We have high expectations of all pupils and groups of pupils.
- We carry out data analysis of pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.
- Assessment information is used to measure the impact of interventions, and to identify specific gaps in learning which learners may need tailored support with.

End of Year Assessments

Assessments are made for **all** subjects at the end of the year. These are shared with parents in their Annual Report. The parent reports indicate how well a child is attaining, compared to the age-related expections for their year group:

A+ = Working above age-related expectations
A = Working at age-related expectations
B = Working broadly within age-related expectations
C = Working below age-related expectations

The DFE's SATs are undertaken at the end of Year 6 and reported to parents. The school undertakes NFER Assessments in Years 3 – 5 and these are used for question level analysis purposes by subject leaders and the SLT.

Teacher Assessment data is also reported to the Local Authority / DFE at the end of Year 6.

Reporting to Parents

Reports to parents are given verbally at parents' evening twice a year – the beginning of November and the end of February. These meetings identify:

- how their child has settled, whether they are happy and behaving well
- how their child is progressing in relation to english and mathematics in particular
- their child's strengths and any particular achievements

- areas of development and improvement
- how they can help

Written termly progress updates are provided to parents at the end of each term – these focus on attainment and effort in literacy and maths. An annual report for parents details the attainment and effort of children in all subjects.

Moderation

Staff meetings take place termly to moderate assessments made in order to ensure consistency in assessments made. The school makes use of HfL exemplification materials, and also the DfE exemplification materials.

Each Unit meets regularly, with one meeting each term focussed on moderation of assessments. The focus of these meetings will either be maths, writing or reading.

Cross-school moderation meetings also take place – within the St Neots Schools Forum. This helps to ensure consistency of understanding of the criteria.

Staff Development

Developments in assessment practice are regularly discussed at staff meetings, with school assessment developments frequently reviewed with staff and pupils to maintain an overview of the impact of these. The SLT identify aspects for development and agree appropriate professional development needed.

The Assessment Leader attends termly assessment briefings held by the Local Authority, and receives regular updates from HfL, enabling the school to stay abreast of good practice.

Monitoring and Evaluation

The Headteacher and SLT are responsible for ensuring this policy is implemented consistently throughout the school. This is carried out through:

- Analysis of assessments recorded
- Discussions with teachers, children and parents
- Work / marking scrutinies
- Sampling reports
- Lesson observations, learning walks, planning sampling

English and maths subject leaders carry out monitoring on a regular basis; this includes assessment analysis, book and planning scrutinies.

Foundation subject leaders analyse assessments for their subject annually.

The governing body receives regular reports about achievement and progress in the school, and holds the school to account for the progress made by children.

Policy Date

Reviewed and Revised: May 2018

This policy links to:

- Marking and Feedback Policy
- Teaching and Learning Policy
- SEND Policy
- all other subject policies.

Appendix 1

Data and Assessment Calendar

Month	Y3	Y4	Y5	Y6
September	Reading Ages Spelling Ages Multiplication Tables Y3 NFER Autumn	Reading Ages Spelling Ages Multiplication Tables	Reading Ages Spelling Ages Multiplication Tables	Reading Ages Spelling Ages Multiplication Tables Y6 SATs Baseline
October	End of Year Target Setting	End of Year Target Setting	End of Year Target Setting	End of KS2 Targets Review Y6 Writing Moderation Mtg
November				Y6 SATs Benchmark 2
December	Multiplication Tables HfL Assessments Foundation Subjects	Multiplication Tables HfL Assessments Foundation Subjects	Multiplication Tables HfL Assessments Foundation Subjects	Multiplication Tables HfL Assessments Foundation Subjects
January	End of KS2 Targets Review NFER Assessments	End of KS2 Targets Review NFER Assessments	End of KS2 Targets Review NFER Assessments	Y6 SATs Benchmark 3 End of KS2 Targets Review
February	Reading Ages Spelling Ages	Reading Ages Spelling Ages	Reading Ages Spelling Ages	Reading Ages Spelling Ages
March	Multiplication Tables HfL Assessments Foundation Subjects	Multiplication Tables HfL Assessments Foundation Subjects	Multiplication Tables HfL Assessments Foundation Subjects	Multiplication Tables Y6 SATs Benchmark 4 HfL Assessments Foundation Subjects Y6 Writing Moderation Mtg
April				
May				Y6 SATs Y6 Writing Moderation Mtg
June	NFER Assessments HfL Assessments Foundation Subjects	NFER Assessments HfL Assessments Foundation Subjects	NFER Assessments HfL Assessments Foundation Subjects	HfL Assessments Foundation Subjects
July	Multiplication Tables	Multiplication Tables	Multiplication Tables	Multiplication Tables SATs Results