

Sawley Junior School



Assessment Policy



VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
V1 (draft)	March 26	DT/EM – Assistant heads/Assessment lead/curriculum lead	Initial assessment policy.

Rationale

At Sawley Junior School, we recognise that assessment is a continuous process which is an integral part of teaching and learning. It allows for lessons to be closely adapted to the needs of learners and thus enables them to achieve their true potential. Assessment, in all its forms is seen as the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. It is a way of ensuring that children know more and remember more, allowing them to aspire, achieve and thrive. Assessment is the link between teaching and learning. It enables us to judge what children already know, have learned from what we set

out to teach and what they still need to learn. Assessment is therefore a crucial aspect of all planning.

Assessment falls broadly into two areas; Assessment of Learning (summative assessment) and Assessment for Learning (formative assessment).

Assessment of Learning (Summative assessment)

Assessment of Learning (Summative) is any assessment which **summarises** where learners are at a given point in time – it provides a snapshot of what has been learned. It draws on a range of assessment information including that from tests and from teachers' on-going assessments. It includes the Statutory Assessments of - Year 4 Multiplication Tables Check and End of KS2 SATs as well as termly NFER assessments in Years 3-5.

Assessment for Learning (formative assessment)

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there (Assessment Reform Group 2002)

Assessment for Learning (AfL) is any assessment activity which **informs** the next steps to learning. The information gained about pupils' learning and achievement informs teachers' planning for what will be taught next, at which level and how it will be taught.

Aims of assessment:

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress.
- To provide information to inform the school's strategic planning.
- To gather information to inform teachers' planning.
- To track individual, group and cohort progress.
- To allow children to be involved in their own learning by enabling them to recap and build upon prior knowledge.
- To inform the Governing Body of the school's standards and achievement.
- To recognise the positive achievements of a child and plan for next steps for a child.
- To enable learning difficulties to be identified quickly and ensure appropriate support is implemented.
- To record and monitor the school and child's achievements.
- To ensure that the legal requirements for record keeping, assessing and reporting can be met.

At Sawley:

We believe that using effective assessment is essential. We believe that through continual assessment cycles, the quality of learning can be consistently improved and therefore standards can be raised. This is dependent on a number of key elements:

- Effective feedback to pupils about their work (refer to the Marking and Feedback policy).
- An active involvement of pupils in their own learning, ensuring they understand what they are learning and why they are learning it.

- Adjusting teaching to take account of the outcomes of assessments – providing access and challenge for all pupils.
- Ensuring that we teach pupils the skills and give them the confidence to assess their own learning and know how they can improve.

Implementation:

Each year group within school has a Long-term plan which outlines what should be taught in each subject throughout the year.

Each half term, teachers develop a 'Medium-term plan'. This outlines the key content being delivered in each subject during that specific half-term. On this plan, the learning objectives for each lesson are outlined. The medium-term plan is shared with parents on our school website.

Short term planning:

- Expected learning outcomes or success criteria which reflect the range of ability in the group. These are linked to the agreed disciplinary and substantive knowledge required in that subject area.
- Tasks and activities which provide opportunities for children to demonstrate their achievement of the learning objective – such tasks include **making observations, carrying out practical activities, recording by drawings, graphs and written work (These tasks vary depending on the subject)**.
- Each week teachers use their medium-term plans, together with the assessments made, to refine learning objectives and tasks. They also decide which success criteria will be appropriate – consideration is always given to ensure that the curriculum will provide both challenge and access for all pupils in line with school policies.
- SEND children are always supported in lessons through adaptive teaching processes; this could include through the use of writing frames, partially completed graphs/diagrams or pre-populated tables.

English planning – Our English writing planning follows a very structured approach, with a clear cycle of 'Immerse, plan, do, review'. These four elements of the writing unit correspond to a specific colour background on teaching slides. Staff build opportunities for assessment throughout.

Reading lessons are daily and follow the structure of 'Vocabulary, fluency, text exploration'. These allow staff to build opportunities for reading assessment daily before completing summative Reading assessments once per half-term alongside Accelerated Reader Star Reader assessments which track the reading ages of all children.

Children also have the opportunity to quiz on the books they have read. Staff are able to track progress and comprehension skills of the children.

Maths planning- We use whiterose Maths planning which we adapt to the needs of our learners. These lessons provide opportunities for ongoing assessment of learning during each lesson. Once per term years 3-5 complete an NFER Summative Maths assessment. Y6 complete SATS assessments once per term.

Assessment for learning strategies:

Each curriculum subject has an ongoing thread of knowledge and skills which staff refer to when assessing the learning that has taken place within a lesson. Staff make a clear judgement as to whether a child has achieved that piece of learning.

Each subject also has a knowledge and skills progression document which outlines the key knowledge, skills and understanding that need to be taught to children by the end of each unit in that specific subject. This allows teachers to have a clear understanding of which elements of foundation subjects children have understood well and which areas need improving. Alongside this, there is an individual end of year assessment grid for each foundation subject, this also allows staff to make well informed judgements about attainment at the end of each academic year.

Assessment Procedures and Calendar

All year groups

- Half-termly Accelerated star Reader assessments – this test gives all children a Reading age level and it also provides children with a ZPD score.
- Twice yearly parent's evenings where staff discuss progress with class teachers.
- Term 6: End of year report sent to parents, these reports give an academic achievement level for all academic subjects taught in school.

Year 3-5

- End of autumn, spring and summer term: Pupils will be assessed using the NfER materials and results uploaded onto Arbor – assessment lead then analyses the data and shares findings with SLT/Class teachers.
- Class teachers discuss pupil progress with the child's new class teacher in preparation for transition.

Year 6

- Baseline Y6 SATs assessments completed on entry to Y6. Pupils grouped according to results.
- Ap1 (Autumn) Past papers (as directed by ONE Academy Trust) are taken by the children, results are analysed and recorded within the trust and on Arbor.
- Ap2 (Spring) Past papers (as directed by ONE Academy Trust) are taken by the children, results analysed and recorded within the trust and on Arbor.
- Other papers are used by staff as practise questions and preparation for the SATS tests.
- Term 5: (after Easter) SATs tasks and preparation within class.
- Term 5: The running of SATS week is carefully planned to allow for small groups, different sittings throughout the week.
- Term 6 (after May half term) Y6 writing is assessed against the Teacher Assessment Framework.
- Y6 Class teachers meet with secondary schools to discuss pupils in the Summer term.
- SATS results released in July and shared with parents in end of year reports.

Foundation Subjects

Teachers provide an overview of pupil achievement in the foundation subjects at the end of the year. As previously mentioned in the policy, each foundation subject has a progression document where the skills and knowledge for each year group are outlined. Teachers use this to support their judgements. Every foundation subject is given an end of year judgement for academic achievement which is recorded on Arbor. Science is assessed twice per year, once in February (at the end of term 3) and once at the end of the year.

A pupil is judged to be either Below (working significantly below the year group standard), working towards or expected in each subject and then these judgements are recorded on Arbor and shared with parents in end of year reports. Subject leaders analyse these results and use the information to inform next steps and further developments in their curriculum area.

Feedback

Teachers in the school use a common marking policy that is fully understood by all staff - see separate 'Marking & Feedback' policy. This is an integral part of our assessment for learning.