

Driffield Junior School

Assessment Policy – October 2015

Rationale:

The purpose of this policy is to support school improvement and the raising of standards of progress, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Driffield Junior School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Fundamental Principles of assessment should:

- ◆ enable teachers to plan more effectively
- ◆ enable pupils to make progress in their learning
- ◆ relate to shared learning objectives
- ◆ be underpinned by confidence that every child can improve
- ◆ help all pupils to demonstrate what they know, understand and are able to do
- ◆ include reliable judgements about how learners are performing, related, where appropriate to National Standards
- ◆ involve teacher, parents and pupils reviewing and reflecting upon assessment information
- ◆ provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- ◆ provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels

- ◆ enable parents to be involved in their child's progress
- ◆ recognise, celebrate and share success

Roles & Responsibilities:

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments (see appendix) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments against the National Standards are reported to the Achievement Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Achievement Coordinator is responsible for ensuring that:

- each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets (Excel spreadsheets , O track 'Best Fit' reports)
- summative assessment tasks are carried out and that the resultant data is collated
- all staff are familiar with current Assessment policy and practice
- Key actions are prioritised to address underachievement of individuals and groups
- Key aspects of pupil progress and attainment are reported to Governors, which includes current standards and trends over previous years

The Achievement Coordinator (alongside members of the SLT and subject leaders) are responsible for:

- Ensuring that teachers are using AfL strategies effectively within their practice
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individuals and specific groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age related expectations and prior attainment

The Head teacher, Achievement Coordinator and SENCo are jointly responsible for:

- Holding teachers to account for the progress individual pupils make towards their end of year targets at mid-year and end of year pupil progress meetings

Subject Leaders are responsible for:

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and the Achievement Coordinator, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Monitoring, Moderation and Evaluation

Senior managers and the Achievement Co-ordinator will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Assessment judgments will be regularly moderated throughout the school year within year groups and across the school in accordance with the assessment timetable and Year Group Leader timetable. Policy and practice will be reviewed regularly with staff.

*'If we think of our children as plants...**summative** assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. **Formative** assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth,' (Shirley Clarke, *Unlocking Formative Assessment*).*

R. Dixon (October 2015)

Review date: Autumn 2017 (or earlier if required)

Appendix

Summative Assessment

What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

Strategy	Purpose
Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two.	To provide a summative end of key stage attainment. It is a national yardstick against which to compare children's performance.
National Non-Statutory Tests: Focus on other commercially produced tests (e.g. NFER): termly Externally produced tests, purchased by schools, to be voluntarily administered.	To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage.
Baseline Assessments: In year 3 we moderate the children upon entry to our school.	To establish pupils' abilities at the beginning of year 3 so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
On-going teacher assessment: Pupils are assessed using the key objectives and this is recorded on Excel spreadsheets in maths and GPS and from Spring term in word documents for other subjects.	We use these to make the End of year and Key Stage assessment against the national standard easier and to monitor progress during the year.
Class Tests: Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. times tables, spelling tests).	To improve pupils' skills and establish what they have remembered or learnt so far.
End of Key stage Teacher Assessment	To provide information for parents and next phase of education

Formative assessment/ assessment for learning (AFL)

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or challenge.
Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Teachers evaluate children's progress throughout lessons and support, alter or extend as appropriate.	Ensures that tasks and lessons are matched to learner's needs.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective, as well as success criteria, and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his/her learning needs and to have control over future targets; provides the teacher with more assessment information- the pupil's perspective.
Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing, maths	Ensures pupil motivation and involvement in progress. Raises achievement and self-esteem. Keeps teacher informed of individual needs. Provides a full record of progress.

Driffield Junior School Assessment Timetable

Autumn	Spring	Summer
<p>At least 2x writing assessments (both lukewarm with initial stimulus). Use teacher assessment sheet to assess. Record in English book.</p> <p>One emerging, meeting and exceeding piece of written work from each class to be moderated at end of the autumn term (whole school).</p> <p>Reading assessments (guided reading sheets) to be updated at least half termly.</p> <p>Foundation subjects assessments to be completed as applicable during term.</p> <p>Maths assessments (Excel document) to be completed regularly during the term.</p> <p>Maths- pre-assessment sheets at the beginning of every topic and completed again at the end of each topic on a separate sheet or on the same sheet in a different colour. ENSURE PRE-ASSESSMENT is written clearly on the sheet.</p> <p>One reading NFER test to be completed unless child on p scales- record as E, M, X (beginning December).</p> <p>One maths test to be completed beginning December.</p> <p>One GPS test to be completed beginning of December.</p> <p>Review IEPs (passports) with children/parents.</p>	<p>At least 2x writing assessments both lukewarm with a small input- use teacher assessment sheet to assess. Record in English book.</p> <p>Reading assessments (guided reading sheets) to be updated at least half termly.</p> <p>Foundation subjects assessments to be completed as applicable during term.</p> <p>Maths assessments (Excel document) to be completed regularly during the term.</p> <p>Maths- pre-assessment sheets at the beginning of every topic and completed again at the end of each topic on a separate sheet or on the same sheet in a different colour. ENSURE PRE-ASSESSMENT is written clearly on the sheet.</p> <p>One reading NFER test to be completed unless child on p scales – record as E, M, X (early March).</p> <p>One maths test to be completed (early March).</p> <p>One GPS test to be completed beginning of March.</p> <p>Review IEPs (passports) with children/parents.</p>	<p>At least 2x writing assessments (both lukewarm with initial stimulus). Use teacher assessment sheet to assess. Record in English book.</p> <p>One emerging, meeting and exceeding piece of written work from each class to be moderated at end of the summer term (whole school).</p> <p>Reading assessments (guided reading sheets) to be updated at least half termly.</p> <p>Foundation subjects assessments to be completed as applicable during term.</p> <p>Maths assessments (Excel document) to be completed regularly during the term.</p> <p>Maths- pre-assessment sheets at the beginning of every topic and completed again at the end of each topic on a separate sheet or on the same sheet in a different colour. ENSURE PRE-ASSESSMENT is written clearly on the sheet.</p> <p>One reading NFER test to be completed unless child on p scales – record as E, M, X (end June).</p> <p>One maths test to be completed (late June).</p> <p>One GPS test to be completed late June.</p> <p>Review IEPs (passports) with children/parents.</p>