



REINWOOD JUNIOR SCHOOL

Assessment Policy

Date: September 2016

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Version no: 5

Aims and Principles of Assessment

- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- Assessment is an integral part of teaching and learning.
- Drawing on best assessment practice and focusing on the Curriculum, it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- There is always a clear purpose for assessing and assessment forms are chosen that are fit for the intended purpose.
- Assessment data is collected only where necessary and reported in a way that is clear and of use to the intended audience.
- Assessment is used to focus on monitoring effective teaching and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload.
- We use a range of assessment forms including 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessment'.
- Assessment is inclusive of all abilities.

Assessment and the School Curriculum

Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of the school curriculum. The curriculum is what drives the school.

Highly effective assessment provides an insight into the quality of teaching and learning. As such, assessment underpins the aims of the National Curriculum which are:

- To provide pupils with an introduction to the essential knowledge that they need to be educated citizens.
- To introduce pupils to the best that has been thought and said.
- To help engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications.

The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Following the removal of National Curriculum levels for the attainment and progress of children, schools have been given the opportunity to develop their own internal assessment systems that more closely support teaching and learning.

Reinwood Junior School has responded to these requirements by establishing a curriculum and assessment framework that more accurately shows pupils' attainment and progress, informs teaching and learning more appropriately and recognises the professionalism of teaching staff

Forms and Purposes of Assessment

Assessment can take a range of forms and their outcomes can be used for a variety of purposes. At Reinwood we endeavour to select and use assessments judiciously, selecting forms of assessment appropriate to their intended uses.

Before using any assessment we need to consider:

- Why pupils are being assessed?
- What it is that we are trying to measure?
- What is the most appropriate assessment method?
- How the information generated by the assessment will be used?
- How will we report assessment outcomes?

At Reinwood we use three broad forms of assessment:

1. Day-to-Day In-School Formative Assessment

Day to day in-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress.

Formative assessment enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Confident and appropriate use of in-school formative assessment provides the school's Senior Leadership team with assurance that each child's attainment and progress is understood by teaching staff and that teaching is appropriate and responsive to the needs of all children.

In-school examples:

- observations
- asking probing, open ended questions
- marking of pupils' work
- regular short re-cap quizzes
- scanning work for pupil attainment and development
- discussions with children
- pupil self-assessment
- sharing success criteria
- peer marking

2. In-School Summative Assessment

In-school summative assessments are used to monitor and support children's performance. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.

In-school summative assessments also inform parents about achievement, progress and wider outcomes.

Teachers make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes also support teachers in planning for subsequent teaching and learning.

In-school summative assessments are also used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

In-school examples:

- baseline assessments
- reading age tests
- termly English & Maths tests
- short, end of topic or unit tests or tasks
- reviews for SEND pupils
- end of year assessments

3. National Standardised Summative Assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They provide parents with information on how the school is performing in comparison to schools nationally. Teachers have a clear understanding of national expectations and assess their own performance in the broader national context.

Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The Government and Ofsted also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

In-school example:

- National Curriculum tests at the end of Key Stage 2

Recording and Reporting Assessment Outcomes

Assessment data and information are collected only where necessary and reported in a way that is clear and of use to the intended audience.

We only collect assessment data that is needed to support educational outcomes for pupils.

Teachers make professional judgments of pupil attainment against Key Performance Indicators (KPIs) – the big ideas that tell us whether a pupil understands and internalised what they have been taught.

Teachers are expected to know if pupils are on track to meet age-related expectations, whether pupils are where they should be, but are best placed to make such judgements through their professional knowledge without recourse to elaborate assessment, data generating and recording

systems.

In presenting assessment information and data, we use a format that is most beneficial to the intended audience.

This approach aligns with Ofsted expectations:

Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections – clarification for schools, March 2015, No. 140169)

Governance, Management and Evaluation

The Head Teacher is accountable to the Governing body for the implementation of the assessment policy.

The head of assessment holds responsibility for ensuring:

- the assessment policy is up-to-date;
- is representative of best assessment practice;
- that appropriate standards of performance are applied and maintained over time; and
- that all staff are supported in its use and application.

The Senior Leadership Team monitor and evaluate the impact of the policy on teaching, learning and teacher workload. The central question at the heart of evaluation is this: are our assessment systems fit-for-purpose?

The Senior Leadership Team ensures that curriculum and assessment framework remain aligned and judge the effectiveness of the assessment policy by consideration of the following criteria:

- The impact on teaching and learning is positive and clearly visible.
- The impact on teacher and pupil workload is appropriate.
- The validity of assessments used in the school – that is, it measures what it claims to measure.
- The reliability of assessments used in the school – that is, all measurements are consistent
- That data and reporting are ethical and informative.
- The cost and impact on staff development and other resources are manageable and provide value for money.
- The quality, availability and efficacy of commercial assessments and supporting materials are well validated and the outcomes and information from the assessments are beneficial and reflect the ethos of the school.

The Senior Leadership team analyses the attainment and progress of all key groups within school. Strengths and areas of weakness are identified.

Data is shared with year group leaders and subject leaders to ensure continuity and to make sure actions are taken to address any areas for concern.

The Head of Assessment provides a data pack for the Governing body to monitor and evaluate standards, progress and attainment.

All staff are provided with a copy of this policy and it informs part of the school's induction program.

The Head of Assessment ensures best practice is shared and endeavour to keep up to date with the latest developments.

The school's data management system is continually reviewed and evaluated to ensure it supports the delivery of the school's assessment policy and is in line with the aims and principles outlined.

English and Maths Leaders provide teachers with a standards file to ensure judgements made in each year group, in each subject are fair and accurate. The standards files are used in whole school moderation and cross-school moderation to ensure continuity and consistency.

The assessment policy is reviewed and re-drafted at least every three years or earlier if there are significant changes to the education system that may impact on our practice

The review process involves all staff in dialogue and consultation and is informed by any significant changes to the education system or educational and assessment developments that will improve our practice.

When all staff have been consulted and their views considered, the final draft is presented to the Governing body for final approval and subsequently made available on the school website.

Competence and Effectiveness of Staff

Reinwood Junior School is committed to ensure that all staff receive appropriate training and continuous professional development.

All teaching staff have a shared responsibility for the application of the assessment policy.

The effectiveness of our assessments is supported through robust standardisation, moderation and exemplification of performance standards. We work with other schools to provide assurance that our standards and assessment procedures are fit for purpose and represent demanding yet real expectations of performance.

Marking

Effective marking is an essential part of the educational process. Marking children's work ensures that monitoring of work takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners.

As a result of marking, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.

All marking should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

- The focus of marking should be on the **quality** of feedback and not the **quantity**.
- Feedback can take the form of spoken or written marking, peer marking and self-assessment.
- Feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges.
- Comments, if needed, (specific to learning objectives and/or KPIs) should be used in order to move children forward in their learning.
- Every lesson should have clearly identified learning objectives and success criteria which are shared with the children.
- Teachers are responsible for ensuring that marking is appropriate and proportionate.
- Where appropriate, marking should be completed before the next task is set and in time to effectively inform future planning.
- Marking must be sensitive to pupil needs and must not "obliterate" pupil's work.
- Marking must be consistent within all books and throughout school.
- All marking is to be done in green pen.
- Stickers, stamps and/or team points are to be used to motivate and denote recognition of effort, application and achievement.
- Any verbal feedback given can be recorded with a stamp.
- 'Adult Assisted Work' stamp can be used to denote completed work with lots of adult support.
- Children must respond to marking by initialling comments and/or completing any actions given.
- Teachers/ETAs must check actions/corrections.
- Marking should also comment on presentation, if poor.
- In some cases it may be appropriate not to mark work, e.g. final drafts for display.

Ofsted has stated the following:

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

Data

Mark books are used to collect data for Mathematics, Reading & Writing.

Teachers make a judgement based on the KPIs taught (Key Performance Indicators) and award a child a 1 (working towards the expected standard), 2 (working at the expected standard) or 3 (working at a greater depth within the expected standard).

At the end of each term teachers then decide if a child is E1, E2, or E3, (overall judgement for the term). Again the overall judgement is based on the teacher's professional opinion/teacher assessment and the number of E1, E2 or E3s already awarded to the child.

The school's data management system calculates and judges whether a child working at the expected standard (Y) or not (N). Mark books are updated continually throughout the academic year.

Pupil Progress Meetings

Pupil Progress Data Analysis sheets are completed each term.

The teacher uses their knowledge of each pupil based on lessons, work in books, discussions, tests, school's standards files and mark books to decide if a child is 'working at the expected standard' or 'working towards the expected standard'.

Teachers also make notes regarding children who are working at a greater depth within the expected standard and those children who face barriers to their learning.

Interventions are then put in place to ensure all children reach their full potential.

Progress Reports & End of Year Reports

Termly progress reports are sent home to inform parents of pupils' attainment against the KPI's taught that term, behaviour for learning and attendance.

End of Year reports are sent out to inform parents if their child has met age-related expectations and these also report on effort, behaviour for learning and attendance.

Inclusive Assessment

A fully inclusive approach to assessment is one where policy and practice are designed to promote the attainment and progress of all pupils.

Assessment needs to be holistic and consider long term wider outcomes such as the next stage of education, employment and independent living.

Assessment should reflect the extent to which a pupil understands and can apply their learning in a wide range of contexts. It enables teachers to evaluate their effectiveness and to determine targeted interventions or support to enable children to progress in all areas of their learning and development.

Assessment should contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention.

Equal Opportunities

Kirklees LA requires all its schools, colleges and services to promote racial and sexual equality, harmony, understanding and justice. We promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.

The staff and pupils at Reinwood Junior School uphold this requirement and act accordingly.

Positive Mental Health and Wellbeing

We aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

We aim to recognise and respond to mental ill health by developing and implementing practical, relevant and effective mental health policies and procedures. We aim to promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Reviewing the Policy

This policy will be reviewed in three years.

This policy was written by Miss N Williams, Head of Assessment.

Signed

N Williams

Approved by the Governing Body on 14.9.16

Signed Chair of Governors

P Massey

Relevant documents

The National Curriculum in England. DfE, 2014

The Cambridge Approach. Principles for designing, administering and evaluating assessment. January, 2009

The NAHT Commission on Assessment. NAHT 2014

Final Report of the Commission on Assessment without Levels. 2015

Eliminating unnecessary workload around marking. Report of the Independent Teacher Workload Review Group. DfE 2016

Eliminating unnecessary workload associated with data management. Report of the Independent Teacher Workload Review Group. DfE 2016

Version History

Version	Date	Change	Author	Approved
2	October 2010	Updated	Mrs S Spooner	Nov 2010
3	October 2011	Updated	Mrs S Spooner	Nov 2011
4	October 2014	Updated	Mrs Spooner	Nov 2014
5	September 2016	Re written	Miss Williams	Sept 2016