

ASSESSMENT POLICY



Assessment Policy for Hazelmere Junior School

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Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of age-related expectations.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to 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 provide regular information for parents and carers that enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Recording

Assessment data will be formally recorded on a termly basis by the class teachers in the core subjects of Reading, Writing and Maths via SIMS. This data will be collated by the Headteacher and analysis will be made in conjunction Deputy Headteacher, Senior Leadership team and class teacher.

Teachers will also record assessment data on a day to day basis. These records will be used to inform members of staff of expected levels of progress and provide a stimulus for professional conversations about individual learners. Records will be shared with the SLT, SENCO, Learning Support Assistants and other staff as appropriate. These records need to be relevant, meaningful and diagnostic.

Assessing Pupils' Progress using the National Curriculum Statements

The school uses the National Curriculum Statements on SIMS as a means to assess pupils' progress in the core subject areas of Reading, Writing, Maths and Science. These assessments take place regularly throughout a term and are inputted into SIMS for each pupil for Reading, Writing, Maths and Science.

The National Curriculum Statements on SIMS are a structured approach to periodically assessing Reading, Writing, Maths and Science so teachers can:

- track pupils' progress from Year 3 through to the end of Year 6.
- use diagnostic information about pupils' strengths and weaknesses.

The National Curriculum Statements on SIMS support teachers in providing a broad curriculum and developing their skills and judgements for assessing pupils' progress. It involves 'stepping back' periodically to review pupils' ongoing work and relate their progress to National Curriculum expectations.

Pupil Progress meetings:

Each class teacher has a pupil progress meeting with the Senior Leadership Team that encourages a discussion on the progress being made by individual children and identifies any barriers to learning. This occurs twice a year. Examples of effective teaching and assessment can also be shared with colleagues. This process also helps to moderate the assessments being collected by the class teacher.

Reporting

Each term, we offer parents the opportunity to meet their child's teacher. At each meeting, we review and evaluate the child's progress.

The school produces a report on each learner at the end of July which is published to parents. It conforms to the statutory requirements as laid down by the Department for Education. The report contains progress information, targets and teacher comments.

In reports for pupils in Year 6, we also provide details of the standards achieved in the National Curriculum tests. The school also uploads Teacher Assessment (TA) data to the DfE as per statutory requirements.

Assessment Leader's role

The school has an assessment leader whose role it is to:

- maintain the school's assessment policy and guidelines in consultation with the staff;
- be responsible for the evaluation and regular updating of such guidelines;
- ensure that assessment procedures are clear to all staff;
- ensure that assessment procedures are being carried out in line with school policy;
- work with the subject leaders to confirm that assessment requirements across subjects are coherent, manageable and effective;
- work with subject leaders to ensure that learning objectives in medium-term plans are appropriate and challenging;
- set targets for improvement, with the SLT;
- liaise with Year 6 teachers to collate transfer information to Secondary schools;
- develop and co-ordinate school-based formal assessments;
- confirm that formal tests are carried out efficiently and accurately;
- ensure that statutory test requirements are carried out according to requirements;
- monitor the performance of children and groups of children;
- attend and recommend appropriate courses, promote school-based in-service training and be familiar with current research, including statutory requirements;
- analyse end-of-year test results and produce reports for SLT and governors;
- develop and monitor end-of-year-reports to parents

Responsible parties

The assessment leader is responsible for working with staff to devise, monitor, evaluate and review procedures for assessment. The teaching staff are responsible for carrying out the agreed procedures for assessment. The governing body and Headteacher are responsible for ensuring that teachers receive 10% PPA time.