

## **POLICY FOR ASSESSMENT**

### **RATIONALE**

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

This policy:

- makes clear the role of assessment as part of teaching and learning in Isambard Brunel Junior School
- provides consistency and continuity in assessment throughout the school so that teachers have a clear understanding of the school's expectations.
- makes transparent the procedures in place for monitoring and evaluating assessment practices
- defines clear responsibilities in relation to assessment
- provides clear definitions and purposes for different types of assessment

This policy supports our school values of nurturing, excellence and learning through a united approach to assessment.

### **PRINCIPLES OF ASSESSMENT**

Effective assessment systems:

- Give reliable information to parents about how their child, and their child's school, is performing
- Help drive improvement for pupils and teachers
- Make sure the school is keeping up with external best practice and innovation
- Result in outcomes which provide meaningful and understandable information for:
  - pupils in developing their learning
  - parents in supporting children with their learning
  - teachers in planning high quality teaching and learning to ensure sustained progress in learning over time
  - school leaders in planning and allocating resources and monitoring progress
  - governors in holding school leaders to account

At this school, National Curriculum objectives are used as expectations for all children. Children will make at least age appropriate progress – 12 months in 12 months.

### **ROLES AND RESPONSIBILITIES**

Class teachers are responsible for ensuring that:

- Summative and formative assessments<sup>1</sup> are carried out with individual pupils, small groups and whole classes, depending on the context.
- Assessment outcome are used to records pupils' progress against the national curriculum objectives.

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<sup>1</sup> See appendix

- Pupils' achievement is graded in line with this policy three times a year in December, March and July.
- Pupil progress is reported to the Assessment Manager in Pupil Progress meetings
- Assessment outcomes are shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

### The Assessment Manager (DHT) is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups and then to set individual pupil progress targets.
- Year Group Action Plans are written to achieve those targets and Pupil Progress meetings are held to review those targets.
- Summative assessment tasks are carried out and used alongside formative assessment to grade pupils achievements and that the data is collated centrally.
- All staff are familiar with current Assessment policy and practice.
- Pupil progress and attainment (including individual pupils and specific pupil groups) is analysed every term.
- Pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment are identified as soon as possible.
- Key actions are prioritised to address underachievement of individuals and groups
- Governors are updated on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

### Senior Subject Leaders are responsible for ensuring that:

- All staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Manager, where appropriate
- Standards in their subject are monitored according to assessment criteria set out in the National Curriculum.

REVIEW September 2015

**Assessment Policy – Appendix**

**Summative Assessment**

**What is it?**

*This is ‘snapshot’ testing which establishes what a child CAN do at a given time.*

Strategy	Purpose
<p><b>Statutory Assessments:</b> Pupils are statutorily assessed at the end of Key Stage Two.</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children’s performance.</p>
<p><b>National Non-Statutory Tests<sup>2</sup>:</b> (Externally produced tests, purchased by schools, to be voluntarily administered.)</p> <p>Year 3 and 4 formally used once a term Year 5 and 6 formally used once a half term</p>	<p>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.</p>
<p><b>Termly Teacher Assessments:</b> National Curriculum objectives used to grade outcomes for children at the end of each term – for example:</p> <ul style="list-style-type: none"> <li>● A child that has achieved all the objectives set out for Year 3 for Reading (and no further) would be said to have achieved end of Year 3 expectation for Reading (Y3A). They will be able to demonstrate their achievement in a variety of context and in summative tests.</li> <li>● A child achieving the majority of the mathematics objectives for Year 5 would be said to have mostly achieved end of Year 5 expectations for mathematics (Y5M). They will demonstrate this in lessons after teacher modelling and instruction.</li> <li>● A child with support achieving many of the writing objectives for Year 4 would be said to be working towards the Year 4 expectations for writing. They will demonstrate this in lessons after teacher modelling and instruction.</li> </ul> <p>Teachers will update this data on to Pupil Tracker termly.</p>	<p>In order to be ‘secondary ready’ children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. These will enable school leaders to track and monitor achievement and progress of all pupils and provide information to parents and next phases of education.</p> <p>The data on pupil tracker can be used by leaders and all to levels to analyse pupils’ progress and achievement, set targets and plan actions for school improvement.</p>

<sup>2</sup> The school is currently trialing and investigations different commercial produced tests.

<p><b>Class Tests:</b> Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests, end of unit questions).</p>	<p>To improve pupils’ skills and establish what they have remembered or learnt so far.</p>
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Formative Assessment/Assessment For Learning

**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
<p><b>Planning:</b> Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	<p>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 more challenge.</p>
<p><b>Sharing learning intentions with pupils:</b> Pupils know and understand the learning intention for every task.</p>	<p>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.</p>
<p><b>Pupil self-evaluation and peer evaluation:</b> Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers’ achievements against the learning intention and reflect on the successes or otherwise, of the learning process.</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil’s perspective.</p>
<p><b>Feedback:</b> Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.</p>
<p><b>Target setting:</b> Targets set for individuals, over time, for ongoing aspects – all pupils will be given a writing and a maths target.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p><b>In Class Records:</b> A written record of how pupils are achieving in the lesson against the learning intention. Teachers will choose the most appropriate method of record keeping based on their own professional judgement.</p>	<p>Tracks progress diagnostically, informs the teacher of successes and weaknesses and provides clear strategies for improvement.</p>
<p><b>The School Assessment Document:</b> This is an excel document that grades pupils progress against the national curriculum objectives. This will be updated regularly by the class teacher and used to support grading at the</p>	<p>To provide an opportunity for teachers to keep track of pupils’ progress and their teachers’ expectations, and enable them to monitor progress.</p>

end of each term and inform reporting in pupil progress meetings.	
<b>Celebrating Achievement:</b> Using class and whole school systems for rewards to celebrate pupils' success and achievement.	To recognise children's achievement; to model high quality outcomes for all members of the school community; to support excellence and learning