



## ASSESSMENT POLICY

**Approved date:** June 2019  
**Review date:** July 2021

The purpose of this policy is to provide an overview of the principles and practice underpinning assessment at Southway Junior School.

### 1. Aims

At Southway Junior School, we believe that ongoing, accurate assessment is a vital part of the teaching cycle. The aims of assessment are:

- To ensure teachers can make accurate assessments of children's understanding, giving a clear sense of what children can and can't do, in order to inform future planning and teaching decisions.
- To provide school leaders, including governors, with information to inform the curriculum, teaching & learning, and strategic decisions.
- To provide children and parents with information about their learning in relation to age expectations.
- To provide achievement data to outside bodies for accountability purposes.

### 2. Principles

Assessment at Southway should be:

- Reliable – consistent, accurate measurement
- Precise – measuring exactly what it claims to measure (core concepts knowledge and skills)
- Ongoing – all adults should continuously gather information
- Broad - based on a wide range of cross-curricular evidence
- Beneficial - used closely to inform subsequent teaching and learning

Tracking systems should be:

- Clear – understood by all stakeholders
- Manageable – time effective
- Robust – supported by regular moderation

### 3. Context / Rationale

This policy is agreed following the introduction of the national curriculum (September 2014) after the removal of the national curriculum levels system of assessment. Schools now have the freedom to develop their own systems for assessment. The aims and principles of the new national curriculum include:

- Mastery – the importance of embedding learning
- A closer link between the taught curriculum and assessment
- High standards - An increased expectation at each age level

Target Tracker, a commercial package, is used to support our analysis of achievement data.

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#### **4. Roles and Responsibilities**

**Class teachers** – Responsible for making ongoing assessments of children’s understanding, and formally recording these at least **every term** in reading, writing and maths. Class teachers are also responsible each term for reporting on achievement in termly Raising Achievement meetings.

**Teaching Assistants** – Responsible for gathering assessment evidence under direction of the class teacher.

**Year Group Leaders** – Responsible for reviewing achievement of the children in the year group with colleagues at least every term in order to ensure high standards and consistency across the year group. Reviewing will be in the form of termly data reports.

**Core Subject Leaders** – responsible for reviewing the achievement of children across all year groups at least every term, and triangulating this with observations of teaching of learning and work scrutiny. Also responsible for reviewing the end of KS2 outcomes annually.

**SENDCo** – Responsible for monitoring the achievement of all SEND groups, using data to evaluate the impact of all intervention groups, using this information to support improvements in provision for SEND children. To agree with class teachers which SEND children who are working at different year group expectations from that of their age, and ensure an appropriate curriculum is planned for.

**Pupil Premium Co-ordinator** – Responsible for monitoring the achievement of all children eligible for the pupil premium – now referred to as the disadvantaged pupils group.

**Assessment Leader** – Responsible for overseeing the agreed practices and ensuring all agreed actions take place. Also responsible for supporting teachers in making robust assessments and supporting middle leaders in monitoring achievement. Also to provide the Headteacher and governors with assessment information as requested, for example, with regard to specific identified groups. Finally, to lead Raising Achievement Meetings each term.

#### **5. Reporting**

A brief report each term, created using target tracker, from each of the above post holders will summarise achievement in the key groups and subjects. Reports to governors each term will provide achievement information. Reporting to parents, on achievement, will take place twice yearly - in spring and summer term. At autumn term open evenings, previous end of year reports will be used.

#### **6. Making Teacher Assessments**

Assessments should be made with specific reference to individual national curriculum objectives. Teachers should begin by assessing children’s understanding of each objective in relation to the degree of understanding, with children either having not yet met the objective; having met, or having a deeper understanding of the objective. Initially, assessments of each child’s understanding of each objective will be recorded on paper, with each child having a year group appropriate objective grid for reading, writing and maths. It is expected that the very large majority of children will be assessed against the objectives from their year group, with only those on the SEND register being assessed against different objectives.

##### **• Resources to be used:**

- Objective grids for reading, writing and maths
- Commercially available assessment tasks and tests related to the NC objectives
- Target Tracker – use of statements and related exemplars
- Testbase – used to create assessment tasks that link to the NC objectives
- Assessment tasks created by staff linked to NC objectives

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## 7. Possible Evidence

The curriculum should allow assessment to take place throughout all planned tasks. Children should be encouraged to 'produce' a wide variety of evidence from these opportunities to show the depth of their understanding.

Reading	Writing	Maths
<ul style="list-style-type: none"> <li>• Reading journals</li> <li>• Home reading diaries</li> <li>• English books, and evidence from across curriculum</li> <li>• Notes from GR sessions</li> <li>• TA assessment notes</li> <li>• 1:1 reading notes</li> <li>• Verbal comments</li> </ul>	<ul style="list-style-type: none"> <li>• English books</li> <li>• Examples of writing from across the curriculum</li> <li>• English Homework books</li> <li>• TA assessment notes</li> <li>• Verbal comments</li> </ul>	<ul style="list-style-type: none"> <li>• Maths exercise books</li> <li>• Examples of maths from across the curriculum</li> <li>• Maths homework books</li> <li>• Assessment task evidence</li> <li>• TA assessment notes</li> <li>• Verbal comments</li> </ul>

## 8. Tracking

As information is gathered about each child's understanding across the objectives, it will be possible to assess whether a child is on track (or not) to meet end of year / phase expectations. This will, in turn, make it possible to track the achievement of individuals and groups. At the end of each term, teacher assessments will be recorded on Target Tracker, with teachers judging whether children have not met, borderline, on track to meet met age expectations or working at greater depth. The percentage of children who are 'on track' can then be monitored over time. At the end of each year group, the key question will be whether or not a child has 'met' age/phase expectations. In Years 3 and 5 the key question for reading and writing will be whether or not a child is 'on track to meet' phase expectations.

## 9. Moderation

- **Moderation within year teams** will take place at least once per term in the core subjects. This will take place during dedicated staff meetings and in more informal year group meetings, or PPA time. Moderation of reading could involve teachers listening to readers from other classes.
- **Moderation between year teams (from Summer 2016)** – An annual writing standardisation meeting will take place in autumn term. In spring term, moderation will take place between Y3/4 colleagues and Y5/6 colleagues. YGLs will work together each term to compare judgements.
- **Moderation between schools** – Joint moderation between Southway, Gattons and other locality schools will take place.
- **Subject leader standardisation** – core subject leaders will ensure consistency of judgements by building an agreed picture of what age-related outcomes look like.

## 10. Baselines

A rigorous baseline will be completed in Year 3 by the end of week 4 of the first half term. Teacher assessments in reading, writing and maths will be informed by the following evidence:

- **Reading** – 1:1 and group reading with each child, year 3 NFER test and use of the Year 2 objective grid to assess against objectives.
- **Writing** – Several pieces of independent writing, across a range of genres, completed and assessed as a range of evidence using the Year 2 objective grid.
- **Maths** – Completion of a range of tasks across the different areas of the maths curriculum, Year 3 NFER test and use of the Year 2 objective grid to assess against objectives. Problem solving tasks will also be completed.

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### **11. The Impact on Teaching and Learning**

The impact of the new system of assessment on teaching and learning will be significant. Assessments should be made on an ongoing basis, with teaching adjusted in response. Planning may take different forms, with only initial sessions planned in detail, leaving room for the course of learning to be adapted in response to gaps in understanding. Pupil groupings will need to be fluid, with a clear focus on whether children have understood a particular objective initially, or achieved mastery. Key objectives will be revisited and a 'less is more' approach adopted, with fewer things being covered in a greater amount of depth, and children given opportunities to approach concepts from different angles. A greater amount of lesson time will be devoted to working alongside children and assessing their understanding. A joined up approach between year groups will be needed, in particular between years 3 & 4 and year 5 & 6 in relation to the teaching of English.

### **12. Calendar**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>'Purple Folder' ongoing assessments</b>					
<b>Year 3</b>	Baseline assessments in R, W, M, GPS	RAM and Acceleration meetings Moderation of R, W, M Autumn assessments recorded	Tests in R, M & GPS	Moderation of R, W, M RAM and Acceleration meetings Spring assessments recorded	Moderation of R, W, M Tests in R, M & GPS	RAM and Acceleration meetings Summer assessments submitted Final reports to parents
<b>Year 4</b>	Assessments in R, W, M Tests in R, M & GPS	RAM and Acceleration meetings Moderation of R, W, M Autumn assessments recorded	Tests in R, M and GPS	Moderation of R, W, M RAM and Acceleration meetings Spring assessments recorded	Moderation of R, W, M Tests in R, M & GPS Summer 1 assessments recorded	RAM and Acceleration meetings Summer assessments submitted Final reports to parents
<b>Year 5</b>	Assessments in R, W, M	RAM and Acceleration meetings Moderation of R, W, M Tests in R, M & GPS Autumn assessments recorded	Tests in R, M & GPS	Moderation of R, W, M RAM and Acceleration meetings Spring assessments recorded	Moderation of R, W, M Tests in R, M & GPS	RAM and Acceleration meetings Summer assessments submitted Final reports to parents
<b>Year 6</b>	Assessments in R, W, M	RAM and Acceleration meetings Tests in R, M & GPS Moderation of R, W, M Autumn assessments recorded	Tests in R, M and GPS Moderation of R, W, M	RAM and Acceleration meetings Tests in R, M and GPS Spring assessments recorded	KS2 Tests Summer 1 assessments recorded	RAM and Acceleration meetings Moderation of R, W, M KS2 Teacher assessments submitted to DfE Final reports to parents

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### **13. Raising Achievement meetings (RAM) and Acceleration meetings**

RAM meetings will take place each term, involving the HT, Assessment Leader and all the class teachers from a year group. Teachers will consider the achievement of their class and record this prior to the meetings. The initial meeting in Autumn 2 will focus on identifying those children on track / not on track to reach age expectations at the end of the year/phase/key stage. Using this information, target groups will be created and actions put in place. Subsequent meetings will be used to review and update any actions.

Acceleration meetings, involving the SENDco and Pupil premium co-ordinator, will focus on those groups of children, and how interventions can close the achievement gap.

### **14. Transition between year groups**

A key element of the new curriculum and assessment is that teaching should focus closely on children's next steps, as identified by assessing understanding against year group objectives. It is therefore essential that assessment information handed from one teacher to another be clear, precise and robust, in order to inform subsequent planning and teaching. Teaching each year should take account of what has been understood the previous year, in order that learning can be moved on from accurate starting points, rather than revisiting concepts/objectives that have already been mastered. Assessment grids in the core subjects for each child should be 'handed up' as part of handover meetings. During the start of the following year, essential gaps in learning will be addressed with targeted groups of children.

### **15. Testing**

End of KS2 tests will continue to take place in the summer term of year 6. Whilst the new system of assessment will be mainly focussed on building a picture of a child in relation to age expectations, using a wide range of evidence, tests will be used in order to assist children in building readiness for the end of key stage tests.

Children in each year group will complete NFER age appropriate tests in reading, maths and GPS.

- Year 3 – baseline tests in week 3 of Autumn 1, Spring 1 and end of year tests in Summer 1
- Year 4 – mid-term tests in Autumn 1, Spring 1 and end of year tests in Summer 1
- Year 5 – end of term tests in Autumn 2 and spring 2; end of year test in summer 2
- Year 6 – ongoing tests in preparation for end of Key Stage tests

Tests will happen over the course of a week - timetabled in advance. Additional adult support will be given to the year 6 children to prepare them for the end of KS2 tests. Tests in other year groups will be done within classes using only the year group teachers and TAs.

During the following week, time will be given in class to go through the each test with the children. This is a vital part of the process and will be planned for. Teachers will also carry out gap analysis to identify areas of specific need to inform future class and year group planning.

Children not working at their age-expectation will still take tests, from their age-appropriate year group. The results of these tests should be discussed with the SENDCo and Assessment Leader.

Marks from the tests will be recorded on the school server so that the results of a cohort can be analysed and individual children's attainment can be tracked through the school. In addition, test readiness will be built in all year groups throughout the academic year, for example using selected Testbase questions to gather evidence in years 3, 4 and 5. All testing should be relevant to the needs of the cohort.

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