



## Winterton Junior School Assessment Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are to:

- Provide information to support progression in learning through planning.
- Provide information for target setting for individuals, groups and cohorts.
- Share learning goals with children.
- Involve children with self and peer assessment.
- Help pupils know and recognise the standards they are aiming for.
- Raise standards of learning.
- Identify children for intervention.
- Inform parents and other interested parties of children's progress.
- Complete a critical self-evaluation of the school.

### Assessment for Learning

Assessments for learning are opportunities which are a natural part of teaching and learning which are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Winterton Junior School we:

- Evaluate **all** pupils learning to identify pupils with particular needs so that any issues can be addressed in subsequent lessons.
- Adjust plans to meet the needs of the pupils, differentiating objectives and success criteria where appropriate.
- Ensure pupils are aware of the learning objective/success criteria and encourage them to evaluate their progress so that they understand the next steps they need to make.
- Set individual, challenging targets in Maths and English on a regular basis and discuss these with the pupils so that they are involved in the process.
- Regularly share these targets with parents to include them in supporting their child's learning.
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives.
- Mark work so that it is constructive and informative in accordance with the marking policy. (see Marking & Feedback Policy)
- Incorporate both formative and summative assessment opportunities in medium and short term planning.
- Assess all subjects termly using a common format and make relevant comments about pupils' progress, especially those working below or above the national average.
- Pass on assessment files to the next class teacher so children can be tracked as they progress through the school.

Use Assessment for learning strategies such as:

- Working walls.
- Targets
- Sharing learning objective and success criteria.
- Self and peer evaluation.
- Discussion, talk and modelling.
- Learning Environment – e.g. display.
- Learning journey – children know what is next.

## **Formal Assessment Cycle**

Formal assessment is a systematic part of our school's work which is used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Winterton Junior School includes:

### 1. Data from statutory assessments

- Reception Baseline (2020)
- Key Stage 1 assessments
- Key Stage 2 assessments

### 2. Information from termly and end of year assessments

- Optional Standardised Tests (Testbase) for Y3-Y5 in July.
- Termly reading and writing assessments using Class Track on O Track (assessing pupil progress) and Rising Stars Progress Tests.
- Termly teacher assessments in Maths from work with focus groups using Class Track Objectives on O Track (assessing pupil progress) and White Rose Maths Assessments.
- Tracking and Mapping grids to show pupils' progress from entry and in comparison with national expectations.
- Vernon Spelling (Termly).
- Salford Reading Termly Tests.
- Times Table Rockstars Speed Test (Termly).
- Ongoing teacher assessments in all subjects on a termly basis.

The regular reviewing of tracking data gives teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment ensures that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation, setting learning groups and careful planning.

To achieve this at Winterton Junior School we:

- Follow the Assessment cycle and update the data on a termly basis into O Track.
- Use information to identify percentages of children working at Age Related, below Age Related or working above Age Related within a cohort.
- Analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are higher attainers, those with special educational needs and those in receipt of Pupil Premium Funding.
- Set cohort targets for Maths and English and share information with the Headteacher, assessment coordinator, SENCO, subject leaders and governors.
- Work with colleagues to moderate and level writing every term.

- Analyse data at the end of the academic year to track ‘value added’ progress made by cohorts, groups of pupils and individuals.

## Reporting

Reporting to parents/carers provides the opportunity for communication about their child’s achievements, abilities and future targets. The yearly reports are written so that they have a positive effect on pupils’ attitudes, motivation and self- esteem.

At Winterton Junior School we:

- Provide opportunities for parent/carer consultations (Autumn Term parent/carer evening; Summer Term parent/carer afternoon) so that parents can discuss how well their child has settled and be involved in the target setting process; have opportunities for a yearly report.
- Provide a yearly written report in the Spring Term which gives information relating to progress and attainment and future targets.
- Discuss pupil progress at the request of parent/carer by appointment.

The assessment co-ordinator:

- Formulates the school’s assessment policy in consultation with the senior leaders, staff and governors.
- Reviews the policy regularly in the light of statutory requirements and the needs of the school.
- Provides support and guidance with assessment and keeps up to date with current information
- Resources school with relevant tests and updates assessment cycle.
- Maintains the ‘tracking file’ and consults with all staff about the targets set and progress made through half termly pupil progress meetings.
- Highlights pupils and groups of pupils who have made less than expected progress or are working below expectations and implements appropriate interventions accordingly.
- Analyses results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background.
- Reports to governors regarding the policy, statutory test results and cohort targets.

## Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Winterton Junior School we:

- Use Class Track Objectives (assessing pupil progress) to benchmark and moderate pupils in accordance with the guidance on NC objectives; use Rising Stars progress and White Rose Maths assessment tests to inform pupil progress.
- Meet regularly to moderate writing assessments – in school and with networks.
- Moderate work through planning and work sampling; feeding findings back to members of staff.
- Collate evidence to back up teacher assessments, such as through the use of books in science and pitch and expectations in Maths & English.
- Statutory Assessment at End of Key Stage 2.

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