

Woodbridge Junior School



Assessment Policy

September 2020



Contents

1. Intent.....	3
2. Legislation and guidance.....	3
3. Implementation	3
5. Reporting to parents.....	7
6. Inclusion	7
7 Training	8
8. Roles and responsibilities.....	8
9. Monitoring	9
10. Links with other policies.....	9

1. Intent

At Woodbridge Junior School, we believe that the key purpose of assessment is to support pupil achievement and progress.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can and cannot yet do and help them plan future support to fill any gaps in knowledge and understanding.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Help children to understand what they have achieved and what their next steps in learning are.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress.

The principles that underpin our assessment intent at Woodbridge Junior School are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning intention (WALT) in each of their lessons and what they need to achieve it; Success Criteria are shared, or formulated, at the start of each session and pupils' work is assessed against these criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

3. Implementation

At Woodbridge Junior School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

“Assessment is, indeed, the bridge between teaching and learning.”

(Dylan Wiliam, Embedded Formative Assessment)

There are three main types of assessment used at Woodbridge Junior School;

1. **Formative Assessment**

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis during and at the end of lessons so that support and challenge can be adjusted, ensuring that each child makes good progress within and across sequences of lessons.

2. **Summative assessment**

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

3. **Nationally Standardised Summative Assessment**

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge within and across lessons, evaluate teaching and plan future lessons and interventions.
- **Pupils** to know how they are doing in their learning and what their next steps need to be.
- **Parents** to gain a broad picture of where their child's strengths and areas for development lie, and what they need to do to achieve their next steps.

Procedures – Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning intention and identify where there are gaps. This takes place at the start and during the lesson as well as after the lesson as part of the marking process. These allow the teacher to adjust the support and challenge during the lesson to enable all children to make progress as well as allowing the teacher to understand what needs to be focused on in future lessons and prompting them to adapt their teaching approach.

Strategies used will vary according to the subject and learning objective taught – these include but are not limited to:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts or maths equipment to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, Formative assessment which supports pupil learning is built into lesson design. This includes well-structured classroom activities involving conceptual and procedural variation, regular opportunities for discussion of answers and strategies and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions) and effective, efficient strategies of working mathematically.
- Verbal feedback is given during lessons, allowing children to overcome misconceptions and support their understanding.
- Scanning work for pupil attainment and progress.

- Self (or peer) assessment at the end of every lesson based on individual learning intentions and Success Criteria.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching and to target children for support and challenge who are at risk of falling behind.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time and what their next steps in learning should be.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Procedures – Summative Assessment

- At the end of every term teachers enter their assessments of children’s learning onto our Eazmag system. These enable teachers and leaders to monitor pupils’ progress and put actions in place to accelerate progress and overcome barriers.
- A range of summative assessments are used in addition to teachers’ ongoing records of children’s achievements in lessons and moderation of work with year group colleagues.

2020/21	Baseline	Autumn 2	Spring 2	Summer 2
Reading	Accelerated Reader – Star Reader Test to produce ZPD score and reading age.	Star Reader Test Y5 Text 1 from a past SAT paper Y6- Practice SAT paper October and December	Star Reader Test Y5 Text 2 from a past SAT paper Y6 Practice SAT paper February and April	Star Reader Test Text 3 or another Text 2 from a past SAT paper
Writing	Baseline from Summer 2 of previous year group or from records and consultations with Infant Schools together with Key Stage 1 SATs (Year 3)	Teacher Assessment using the Writing Assessment Grid for each child. (Internal and external moderation)	Teacher Assessment using the Writing Assessment Grid for each child. (Internal and external moderation)	Teacher Assessment using the Writing Assessment Grid for each child. (Internal and/or external moderation)
EGPS	Baseline from Summer 2 of previous year group or from records and consultations with Infant Schools together with Key Stage 1 SATs (Year 3)	Teacher assessment using evidence from Reading and Writing lessons. Y6- practice SAT paper October and December	Teacher assessment using evidence from Reading and Writing lessons. Y6 Practice SAT paper February and April	Teacher assessment using evidence from Reading and Writing lessons.
Maths	Baseline from Summer 2 of previous year group or from records and consultations with Infant Schools together with Key Stage 1 SATs (Year 3)	All Year Groups -End of unit reviews on MNP system. Y6- practice SAT paper October and December	All Year Groups -End of unit reviews on MNP system. Y6 Practice SAT paper February and April	All Year Groups -End of unit reviews on MNP system. Year 5 Past Arithmetic and Reasoning paper

- After teachers have entered their assessments there will be a period of a week where SLT quality assure the assessments prior to them being locked down for analysis.
- Teachers will then be asked to produce a Class Action Plan using a school template to show how they plan to address the barriers to accelerated progress targeted children in their classes.
- The class action plan will be discussed at Pupil Progress Meetings whereby the class teacher and SLT member meet to analyse the results and to plan appropriate targets and support.
- Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.
- When tracking assessment information, the SLT carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.
- The Assessment Lead, Claire Ely, will produce Assessment Headlines to share with staff, the School Improvement Adviser and governors. These will feed into the SEF and the SIP as updates and will be used to plan further actions

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Procedures - Nationally Standardised Summative Assessment

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- English Grammar, Punctuation and Spelling (EGPS)
- Mathematics
- Writing (teacher assessment)

- At the end of KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.
- We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team (SLT) makes judgements about the school's effectiveness and analysis of data is used to inform the School Improvement Plan. (SIP)

5. Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets). A written copy of the report is also provide for parents and carers to take away. These take place in Autumn 2 and Spring 2.
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g.KS2 results.

Reporting to Governors

- The Head Teacher's Report to Governors (termly)

Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on a success criteria.

Local Authority and Government (DfE)

- All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

6. Inclusion

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year and are initially classed as 'Below' end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught objectives from an earlier year group's curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales or tests/teacher assessments from a different year group.

Assessment methods can be adapted for some pupils with SEN and disabilities.

- This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond.
- It could be the use of verbal questions or observations rather than asking students to produce a written response.
- Readers are used to read questions where appropriate and pupils are given extended time to complete papers.
- Scribes are used for pupils with particular gross/fine motor control difficulties.

- SEND pupils are set SMART targets within their IEPs (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.
- High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets.
- Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention.

- Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).
- During termly Pupil Progress Meetings teachers meet with the SENCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

7. Training

- All teachers are kept up to date with developments in assessment practice through weekly staff meetings.
- Specific staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SLT plan these termly in accordance with the School Improvement Plan. Outside training providers are also used as required.
- The assessment Lead attends all relevant courses to stay up-to-date with current practice and meets with other Assessments Leads within the Local Cluster to share good current practice.
- Weekly Phase Team Meetings are scheduled to allow colleagues the chance to share good practice and ensure consistency in standards and assessments.
- Coaching and mentoring of new to school staff and NQTs is routinely scheduled within the CPD timetable.
- All NQTs and new to school staff take follow an Induction Timetable during their first term. As part of this process, the Assessment Lead will go through the school Assessment and Reporting Policy and how to use the EazMag tracking and assessment system.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

9. Monitoring

This policy will be reviewed annually by the Headteacher and Assessment Lead. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher and Assessment Lead are responsible for ensuring that the policy is followed.

The SLT will monitor the effectiveness of assessment practices across the school, through:

A member of the Senior Leadership Team (SLT) has been assigned the role of Assessment Lead and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Frequent lesson observations by the SLT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out regular Book Looks with curriculum coordinators to evaluate the effectiveness of next step marking and target setting.

At the end of every term, the SLT hold Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their Class Action Plan and ongoing assessments in order to show the progress made by vulnerable groups.

Role of the Assessment Lead

These responsibilities include:

- Contributing to Action Plans and the SIP - through work with the SLT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all Subject Leaders
- Networking with other assessment leaders
- Ordering/purchasing SATs tests and other assessment materials/resources
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Woodbridge Junior School the following takes place:

- Termly Moderation of Reading, Writing and Mathematics assessments made on EazMag (at whole staff meetings)
- Termly Quality Assurance Checks by SLT to ensure consistency in assessments and standards
- Local Cluster Meetings: Moderation of Reading, Writing and Mathematics
- When selected, Local Authority moderation also takes place

10. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Marking and Feedback Policy

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