

# Hatfield Peverel St Andrew's Junior School



## ASSESSMENT Policy

Date Policy formally adopted:	September 2024
Review date:	September 2025
Headteacher:	Rebecca Black
Chair of Governors:	Ralf Cook and William Guy

## **Assessment, Record Keeping and Reporting Policy**

Our school vision 'Every child is loved and known, every child shines' is based on the bible verse Matthew 5:16 'Let your light shine'. In reality this means that our staff know all children, their starting points, how they learn best, how we can support them and what they are interested in. In turn this is reflected in our broad and balanced curriculum - where the children experience subjects, skills and have a range of opportunities designed for them to discover 'what they shine at' - what is their God-given gift.

### **Aims**

At St Andrew's Junior School, we have created a broad and balanced curriculum that has been designed with our children at its heart. Our intent is to provide a curriculum that offers engaging and meaningful learning opportunities that motivate and inspire our children to develop a curiosity about the world and ultimately support them to become independent learners.

We aim to create learning experiences that allow children to develop and build on previous skills and learning whilst providing opportunities for children to think deeply about the world around them. Our intention is that all children will leave St Andrew's Junior School as compassionate, understanding and respectful members of their local and global communities.

We believe the key purpose of assessment is to enable all children to make progress from their starting points. Regular monitoring of each pupil's progress gives a clear picture of what each is achieving and what their next steps in learning should be. It is important that each member of staff knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children have learnt and this informs future planning. This in turn supports our children to achieve highly.

Through assessing, recording and feeding back on children's work, we aim to:

- enable individual children to make greater progress in their learning;
- involve both teacher and children reviewing and reflecting upon the different assessment information;
- provide feedback which leads to children recognising the 'next steps' in their learning and how to work towards achieving these;
- include reliable judgements about how children are performing in their subjects, related, where appropriate, to national standards;

- enable teachers to plan more effectively so that the needs of different groups of children are met;
- provide us with information for subject leaders to have a deeper understanding of attainment and provision within their subject;
- enable parents to be involved in their child's progress through, for example, parent's consultations, end of year assessment outcomes and end of year written reports.

### **The Principles of Assessment**

Our principles are underpinned by our CARE values of Compassion, Achievement, Respect, Enjoyment. They are aligned with a mastery approach to learning which focus on subject knowledge, cognitive demand, equitable access, agency ownership and identity.

**The principles that underpin assessment at St Andrew's Junior School are:**

#### **Assessment is a valued part of teaching and learning:**

- Assessment provides evidence to guide further teaching and learning;
- Assessment provides the opportunity for children to demonstrate and review their progress and for the children to understand what they need to do to improve;
- Assessment is fair and is inclusive of all abilities.

#### **Assessment is tailored to the individual needs of all children:**

- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information);
- Assessment should draw on a wide range of evidence to provide a complete picture of each individual pupil's achievement;
- Assessment should demand no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning.

#### **Assessment is purposeful:**

- Assessment is used at appropriate points in our children's learning journeys;
- Teachers use assessment to inform their planning;
- Subject leaders use assessment to monitor attainment and progress in their subject areas;

- Assessment is used for senior leaders to monitor and track progress of all the children;
- Assessment data is shared with governors in termly meetings, where they monitor progress across the school
- A school's results are capable of comparison with other schools, both locally and nationally.

### **The purposes of assessment**

There are three broad overarching forms of assessment at St Andrew's, each with its own purposes:

#### **Day-to-day formative assessment:**

- Question and answer during class;
- Feedback of pupils' work;
- Self and peer feedback;
- Observational assessments of children from all adults;
- Monitoring work for pupil's achievement, attainment and understanding;
- Quizzes
- Mini whiteboard work
- Non-verbal feedback cues
- Continual revisiting of learning to inform next steps

#### **Summative assessment:**

- NFER termly tests (Years 3,4,5)
- Past SATs tests (Year 6)
- Weekly spelling tests;
- Short end of topic or unit tests;
- Weekly times table speed grids
- One plan reviews for pupils with Special Educational Needs and Disabilities
- Y4 MTC baseline, spring and summer practice check.

#### **Nationally standardised summative assessment:**

- National Curriculum tests at the end of Key Stage 2;
- National Curriculum teacher assessments at the end of Key Stage 2;
- National Curriculum Multiplication Tables Check in Year 4.

### **The primary purposes of day-to-day in-school formative assessment**

#### **For pupils:**

In-school formative assessment helps pupils to measure their knowledge and

understanding against essential objectives, lesson foci and wider outcomes and to identify where they need to improve in each subject. Children measure their knowledge and understanding through our feedback policy - see [here](#).

### **For parents:**

Where in school formative assessment provides evidence of a child's strengths and weaknesses, teachers may inform parents through 'Spotted Shining' emails to celebrate success or conversations surrounding next steps.

### **For teachers:**

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers in the different subjects to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. Through these assessments this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

### **For school leaders:**

In-school formative assessment provides a level of assurance for school leaders. Through regular and thorough monitoring, school leaders are confident that their staff are carrying out effective formative assessments.

## **The primary purposes of in-school summative assessment**

### **For pupils:**

In-school summative assessment provides pupils with information about how well they are acquiring knowledge, understanding and skills in the different subjects. It should be used to provide feedback on how they can continue to improve.

### **For parents:**

In-school summative assessments are reported to parents to inform them about the achievement, progress and wider outcomes of their children three times a year.

### **For teachers:**

In-school summative assessment enables teachers to evaluate both pupil learning at the end of a unit/sequence of lessons. This help teachers to plan for subsequent teaching and learning to ensure that the needs of all groups of pupils are met within the subject.

### **For school leaders:**

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment across all subjects.

## **The primary purposes of nationally standardised summative assessment**

### **For pupils and parents:**

Nationally standardised summative assessment in subjects (English and Mathematics) provides information on how pupils are performing in comparison to all other pupils nationally.

### **For parents:**

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to other schools nationally.

### **For teachers:**

Nationally standardised summative assessment helps teachers understand national expectations.

### **For school leaders and school governors:**

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness, as well as understanding how different groups of pupils are performing compared to their peers nationally.

## **Approaches to Assessment at St. Andrew's**

All teachers check pupils' understanding in lessons on a regular basis, assess the children on a daily basis to ascertain pupils' understanding and identify where there are any gaps. This helps to inform the teacher of what to focus on in future lessons and enables the teacher to consider how his or her teaching approach can be adapted for the next stage in each pupil's learning. It helps the teacher to monitor progress and provide motivation for the pupils. We believe that all staff should have realistically high expectations of all pupils based on a thorough understanding of their prior attainment.

Entry assessment information is received from Hatfeld Peverel Infant and Nursery School (and any other infant schools) for all pupils to allow pupils' progress to be measured across the Key Stage. Additional summative assessments are used to track the pupils' progress at termly points across the year and allows teachers to measure the pupils' achievement against the National Curriculum expectations. Pupils will be statutorily assessed at the end of Key Stage Two (Year 6), which provides a summative end of Key Stage attainment result and allows the school's performance to be measured against other schools nationally.

Knowledge, understanding and skills in relation to the end of Key Stage expectations are developed by:

- tracking progress from our Key Stage 1 entry data
- using end of year assessments as a measure to track progress and attainment of pupils towards the end of Key Stage expectations;
- using the essential learning objectives as a method of tracking progress within and across subjects;
- planning work for children who are falling behind or with special educational needs, giving due regard to information and targets contained in their previous One Plans.

Insight (from December 2024) is used for data tracking and its subsequent analysis provides teachers, senior leadership team (SLT), governors and subject leaders with critical insights into progress of key groups/ individuals and effectiveness of teaching and learning strategies.

Tracking pupil progress will be based upon formative and summative assessment, conversations with current and future teachers and an analysis of all the information regarding the child – progress, specific learning needs, home life etc. None of this will be used as an excuse for lack of progress; it will instead inform thinking as to how to overcome identified barriers to learning to ensure every child has the chance to shine.

### **Assessment before/after lessons**

Teachers regularly use formative assessment to maximise the impact the progress of individuals and do this using our Feedback Policy to close gaps or identify next steps.

### **Assessment opportunities during lessons**

### **The use of stimulating, well timed questions and answer sessions to fully explore pupil's understanding.**

The teachers will use the information they get from pupils' responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; re-group pupils if some need extra support. The teachers' excellent subject knowledge is used in the questioning and in the feedback to deepen the knowledge, understanding and skills in the subject.

### **The provision of immediate and effective feedback.**

Teachers do not simply reward 'getting it right': they provide feedback on the response (correct or incorrect) and what the next steps are – further challenge or scaffold understanding. Teachers reward perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort.

### **The active involvement of pupils in their own learning.**

The children participate in learning conversations, which gives them opportunities to formulate answers and share strategies/ ideas with partners. The teachers listen to these conversations as they can provide invaluable insights into pupil's (mis)understanding by providing support in enhancing their metacognition skills. They continue these conversations throughout the lesson – regular dialogue with pupils will further inform the teacher's understanding of where the pupils are and where they need to go next, allowing them to move the learning on at a suitable pace.

### **The need for pupils to be able to assess themselves and understand how to improve.**

Peer and self-assessment are modelled and scaffolded as appropriate to allow all pupils to reflect meaningfully on their learning, empowering each pupil to realise their own learning needs. There are many strategies that teachers will employ to inform understanding of where children are and what their next steps should be.

### **A recognition of the profound influence assessment has on the motivation and self-esteem of pupils.**

The use of quality marking and feedback provides immediate information for teachers and immediate feedback for pupils to correct misconceptions or to move learners on. Pupils are given opportunities to respond to feedback during lessons or at another point shortly after. This provides opportunities for all children to feel successful.

Termly progress tests (NFER Y3-5, Past SATs papers Y6) in Mathematics, Reading and Spelling, Grammar and Punctuation are carried out and analysed to identify strengths and areas for further development and track progress towards meeting end of year expectations.

Teachers update Insight (previously Target Tracker) with any assessment information from these tests.

Teachers will make a summative assessment judgement in all core subjects (Reading, writing, Grammar, Punctuation, Vocabulary and Spelling, mathematics and Science) at the end of each term, directly onto Insight (previously Target Tracker).

Teachers take part in Writing moderation sessions both internally and externally (with the Witham Collaborative). This ensures judgements are accurate and consistent across year groups and the whole school and there is a common understanding of the expectations in each subject and year group.

The Senior Leadership Team analyse assessment data and carry out work scrutiny and learning walks to ensure high quality outcomes and consistency of approach and a common understanding of the expectations for each subject and year group.

Pupil Progress Meetings are held termly. All teachers within each year group meet together with the Headteacher and Deputy, to discuss current outcomes, progress, what is working, and where changes need to be made to ensure gaps are closed, with a focus on the vulnerable groups. The outcomes of these meetings are evaluated by the Headteacher and Deputy.

## **Annually**

- Statutory End of Key Stage Assessments will be carried out for Year 6 pupils. The results of these assessments are reported annually to parents. The national expectation is that children should aim to achieve the expected level at the end of Year 6. Raw scores will be translated to scaled scores using a conversion table. The national standard will be '100'.
- Statutory Multiplication Tables check will be carried out for Year 4 Pupils. The results of this will be reported to parents at the end of the academic year.

## **Links to Other Policies**

This policy should be read in conjunction with:

- Feedback Policy
- Teaching and Learning Policy
- Inclusion Policy