



## **SOUTHBOURNE JUNIOR SCHOOL**

### **Assessment Policy**

#### **Introduction**

At Southbourne Junior School assessment is central to extending and challenging children's learning. We believe the purpose of formative assessment is to move all children forward in their learning by informing; class planning, children's next steps, support, resources and developing independent learners. It also aids in improving motivation and the capacity to learn, impacting upon overall achievement and progress.

Assessment is most effective when teachers regularly monitor the skills acquired and concepts understood, enabling teachers to reflect and inform their planning. Continued monitoring of each child's progress gives a clear picture of what each child is doing and provides knowledge of their next steps in learning, while helping them become involved in raising their own expectations.

#### **Aims and Principles**

The principles that underpin our assessment are:

- National curriculum objectives will be used as the end of year expectations for all pupils
- Assessment will guide planning, teaching, support, resources and curriculum development
- The processes of assessment will monitor progress and support learning
- Informing pupils, parents and the wider community of pupil achievement

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

- Enable pupils to understand what they have to do to reach end of year expectations
- Allow staff to plan effectively for the pupils they are teaching
- Involve pupils in their own learning through ownership and challenge
- Provide pupils with informative feedback and opportunities to respond to the feedback
- Provide information to evaluate teaching
- Ensure practices adhere to the equal opportunities policy

#### **Types of Assessment**

*Formative:* On-going assessment carried out by staff both formally and informally during learning journeys. Formative assessment has a direct impact on the planning and teaching strategies employed and informs children of their next steps in learning directly linked with marking, questioning and feedback.

*Summative:* Summative assessment occurs through assessment windows away from the point of teaching. Key Performance Indicators, (KPIs,) are used to assess the children on their previous learning, feeding into class and individual targets and planning. Any gaps will be identified and

readdressed as necessary. The SLT, (senior leadership team) will monitor the KPIs through pupil progress meetings and future planning meetings and ensure the school is on track to meet end of year expectations. Core subject leaders will monitor the progress and identify patterns to inform training. Pupils and parents will be informed of the outcomes of the assessments through parents' evenings and reports. The KPIs will be recorded on the computerised programme, PAWS to provide a full analysis of the whole cohort and groups of pupils. Other assessments used to inform pupil progress include; Accelerated Reader, Rising Stars (grammar, spelling, reading and maths), and the end of year Statutory Assessment Tests (SATs) in Year 6.

*Diagnostic:* Diagnostic tests are used for targeted children as specific assessment tools can provide more detailed data and information e.g. Salford reading, NFER reading, Dyslexia Junior etc.

*Assessment for Learning:* Assessment for learning is used daily in the classroom to inform pupils and teachers of the current level of understanding and progress at the start, within and end of the lesson or learning journey.

These include;

- Baselines
- Effective questioning
- Growth mindset
- Self and peer assessment
- Talk partners
- Clear learning objectives/learning journey steps
- Success criteria
- Quality discussion and feedback

### **Records and Record Keeping**

Teachers use a variety of records to review pupil progress, inform next steps and form the basis of reports to parents. The whole school approach focuses on children's books and the KPI assessment sheets from baseline to assessment windows, kept in the class assessment folder. However, other records may include; learning passports for pupils identified as SEND, teacher's plans, pupil progress meeting review sheets and narrowing the gap barriers to learning documentation. These may be shared with outside agencies and professionals for information and to aid in pupil's learning.

Reporting to parents is a vital part of our relationship with parents in involving and engaging them in their pupil's learning. Parents are invited to attend consultation evenings in the autumn and spring terms. A mid-year report is provided at the spring term consultation to allow for a detailed discussion with parents on progress and next steps in reading, writing and maths with parent views added. A written report at the end of the summer term outlines a pupil's progress in all subjects in the national curriculum and pupil achievement in terms of national end of year expectations. Targets for literacy and maths are also set. The report also summarises behaviours and attitudes to learning and attendance. Parents have the opportunity to discuss this report with the class teacher.

The headteacher reports to the governing body on a termly basis.

## **Marking**

Marking follows the school's marking code and policy. The quality of marking is essential in moving children forward in their learning and ensuring a personalised approach in the journey for each child. It allows staff to identify gaps and understanding so support or challenge can be implemented. Allowing time for pupil's to respond to marking is fundamental in this process. Marking can take a variety of forms such as; teacher/pupil conferencing, effective questioning, peer marking, self-editing (purple pen), self-review, staff in-depth marking at key points in journey, verbal feedback.

## **Moderation and Standardisation**

Moderation is an essential part of assessment. Teachers are involved in the moderation process to ensure there is an agreement on criteria for standardisation through in school moderation, with other colleagues in the locality and by attending LA moderations as required. School moderation portfolios will be collated by the core subject leaders.

## **Monitoring and Reviewing**

The monitoring and reviewing procedures are the responsibility of the headteacher, the SLT and the governing body. The headteacher reports to the full governing body on the assessment procedures.

**Date:**           **May 2016**

**Review:**       **May 2018**

## Monitoring and Evaluation Cycle

