



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 on their personal journey, 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 personal steps in learning, while helping them become involved in raising their own expectations.

Aims and Principles

Principles that underpin our assessment:

- Assessment guides planning, teaching, support, resources and curriculum development
- The processes of assessment monitors progress and supports learning
- National curriculum objectives provide end of year expectations for all pupils
- Informs 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 steps to improve in learning, directly linked with 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 planning and individual targets. 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.

Subject leaders will monitor the progress and identify patterns to inform training and pupil conferencing.

Other assessments used to inform pupil progress include; Accelerated Reader, Year 4 Times Table Test, NFER (Reading, Grammar, Punctuation and Spelling 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.

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
- Success criteria
- Quality discussion and feedback

Records and Record Keeping

Teachers use a variety of records to review pupil progress, inform personal learning 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 and action sheets. 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 child's learning. Parents are invited to attend consultation evenings in the autumn and spring terms. A written report at the end of the summer term outlines a pupil's progress; pupils voice their own reflections on their learning which forms the main part of the report. 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 on the progress in reading, writing and maths.

Feedback

Feedback follows the school's feedback policy. The quality of feedback 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 pupils to respond to marking is fundamental in this process. Feedback can take a variety of forms such as; teacher/pupil conferencing, effective questioning, peer marking, self-editing (purple pen), self-review, staff developmental marking at key points in the 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.

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: April 2020

Reviewed: April 2024

Next Review: April 2028

Monitoring and Evaluation Cycle

