



Glebe Junior School

Assessment Policy

Date	Approved by	Minute Number
8 June 2021	TLAC	TLAC04/06/21
21 June 2022	TLAC	TLAC04/06/22 - updated
10 July 2023	RMC	RMC05/07/23 – no changes
11 June 2024	TLAC	TLAC05/06/24 - minor changes

Introduction

This policy outlines the purpose, nature and management of assessment in our school. Quality assessment is essential in informing teaching, learning and pupil progress. It is an integral part of the National Curriculum statutory procedures.

The implementation and ownership of this policy is the responsibility of all staff. The policy is closely linked with the Teaching and Learning Policy and the Marking and Feedback policy. The school's Assessment policy will, at all times, follow Derbyshire County Council's policy and procedures on Equality and Diversity.

Aims of the Policy

- To provide staff with a clear understanding of assessment at Glebe Junior School;
- To help establish a consistent and shared understanding of standards so that assessments made of pupil achievements arise naturally from, and feed effectively into, planning, teaching and learning;
- To aim for excellence and enjoyment in all our school activities and encourage all children, whatever their barriers to learning, to achieve the best they possibly can;
- By adhering to the policy - and the assessments it outlines - we aim to assess and monitor pupil progress, use findings to inform teaching and set challenging yet attainable targets for the class, groups and individual pupils.

The Purpose of the Policy

We carry out assessment in order to:

- Assess the needs of individual children;
- Find out what stage a child is at, what the child knows, understands and can apply, and what they need to learn next to progress. Assessment is therefore used to...
 - Inform future planning;
 - Set targets;
 - Track pupils and cohorts of pupils;
 - Assess the effectiveness of teaching and teaching strategies;
 - Report to parents, LA, external agencies, etc.
 - Comply with statutory requirements.

Assessment is an integral part of teaching and learning and as such, serves several purposes:

- **Formative** - i.e. that assessment should be an important part of curriculum planning and used in mapping out the next steps in children's learning. This is day to day ongoing assessment (Assessment for Learning) as part of the repertoire of teaching strategies, based on how well children fulfil learning objectives, providing feedback and involving children in improving their learning.
- **Diagnostic** - i.e. that assessment provides a more detailed picture about individual children's strengths and areas for development.
- **Summative** - i.e. that assessment provides 'snapshot' testing which establishes what a child can do at the time.

What Principles Underpin Our Assessment?

Assessment should:

- Advance the learning process;
- Provide schools with information to evaluate work and set targets.
- Offer all pupils an opportunity to show what they know, understand and can do;
- Help pupils understand what they can do and what they need to develop;
- Be based on a considered view of what learning should be assessed in each subject or area of experience;
- Aim to promote children as independent learners;
- Inform future planning (thus enabling teachers to plan more effectively) rather than be a summary of attainment only;
- Assessment tasks should involve children in a number of different ways of working and learning, e.g. written / oral work, class / groups / partnerships / individual, etc.
- Involve children self-assessing and peer assessing evaluating their efforts;
- Relate to the aims of the school and be relevant to the child's education, and to class / group programmes of study and shared learning objectives;
- Record significant learning steps;
- Not be threatening nor a distressing experience and should be carried out in familiar surroundings, wherever possible;
- Recognise that the National Curriculum does not encompass all learning.

What Strategies Do We Use for Assessment?

- Discussions with individual children, groups and the class;
- Self and peer assessment, including the use of success criteria;
- Observations of children working (Guided Reading/Guided Writing);
- Examining evidence of children's work;
- Marking, including shared marking;
- Whole school sampling / moderation to establish consistency of standards;
- Y4 Multiplication Tables Check, NFER Standardised Tests (in Y3, Y4 and Y5) and KS2 SATs.

How Do We Establish Consistency?

- Training (INSET, staff / departmental / SLT meetings) including joint marking of written work;
- 'Shared' marking (including mentor support for ECTs);
- Standardised tests;
- Subject co-ordinator work sampling / audits / learning walks;
- Internal and external moderation - including joint moderation with other schools;
- Exemplification Materials and other support materials available on gov.uk and STA sites;
- Professional dialogue.

Outline Assessment Schedule

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p>Y3 Baseline NFER Y3 Autumn Assessments Writing Assessment Phonics test Tables baseline HFW 100/200 read and spell</p> <p>ALL YEAR GROUPS Reading Star Test Accelerated Reader</p>	<p>Reading Star Tests Accelerated Reader</p>	<p>Assessment week:</p> <ul style="list-style-type: none"> • Y3-5 NFER reading • Y3-5 NFER maths • Y3-Y5 NFER spelling and grammar • Y6 Sats papers • Writing • Tables 	<p>Reading Star Test Accelerated Reader GAPS</p> <p>Data analysis / pupil progress meetings</p>
JANUARY	FEBRUARY	MARCH	APRIL
	<p>Reading Star Test - Accelerated Reader</p>	<p>Assessment week: we are not using NFER at this assessment point - please use appropriate alternatives (Testbase, White Rose):</p> <ul style="list-style-type: none"> • Writing assessment • tables <p>w/c 22 03 21 Reading Star Test - Accelerated Reader</p> <p>Data analysis / pupil progress meetings</p>	
MAY	JUNE	JULY	
<p>Reading Star Test - Accelerated Reader</p>	<p>Assessment week</p> <ul style="list-style-type: none"> • Y3-Y5 NFER reading • Writing assessment • Y3-Y5 NFER maths • NFER spelling and grammar • Tables <p>Reading Star Test Accelerated Reader Phonics - identify groups for September Class assessment reviews completed for July class handovers</p> <p>Transition meetings with KS1/KS3.</p>	<p>Data analysis / pupil progress meetings</p>	

Point in time assessment (PITA) - we assess children on the basis of what has been taught not on the entire year's curriculum. This means that children can be EXS in AT, SpT and SuT.

Who Carries Out the Assessments?

- The child (self assessment / peer assessment / reading and writing buddies);
- The class teacher;
- Support staff;
- Outside agencies, e.g. SSEN;
- SENDCO;

How Do We Record Pupil Progress and Achievement?

- Otrack;
- Pupil progress forms;
- Teacher's own assessment folders / mark books.

How, and to Whom, Do We Report the Results of Our Assessment?

To parents:

- Parents evenings (October and March);
- Verbally throughout the year;
- SEND review meetings;
- Annual written reports.

To colleagues in school / at other schools / LA:

- Liaison meetings;
- Moderation/standardisation meetings;
- Transfer forms;
- Transfer / consultation meetings;
- Electronic transfer.

What Evidence Do We Keep?

- Children's work (books, folders, photographs, etc.);
- Year-on-year tracking (in reading, writing and maths);
- Assessment and target setting sheets (which are discussed in Pupil Progress Meetings and liaison meetings).

Review Date: June 2025