

# **Salisbury Church of England Junior School**



**Working and learning together for success**

## ***ASSESSMENT POLICY***

***September 2020***

## **AIMS**

### **At Sarisbury Junior School we believe that:**

- Every child has the right to be given opportunities to take responsibility for his / her learning; to be involved in assessing and target setting and to be made aware of appropriate standards of work.
- Assessment should inform planning and the learning journey / outcomes for all pupils.
- Assessment should assist the teacher to focus more effectively on a child's needs; to vary and match work where appropriate.
- Assessment should form the basis for recording, marking, reporting and providing evidence of pupil achievements.
- Parents should be informed of their child's progress towards age related expectations in line with the National Curriculum Age Related Expectations (ARE).

## **ASSESSMENT**

### **The purpose of assessment is to:**

1. inform teachers, parents and children of progress made towards learning goals
2. aid and inform planning by focusing on specific learning objectives and outcomes
3. facilitate progression and continuity in all subjects of the National Curriculum
4. ensure that there is an appropriate match between the pupil and the task

A number of formal procedures are in place to assess children and compare them to a national standard or norm.

**Year 3:** Salford Reading Test (September for all pupils)  
Language Link screening test (September for targeted pupils)  
SPAR Spelling Test (September for all pupils)  
Termly (Phase) assessment against Age Related Expectations (ARE)

**Year 4:** Salford Reading Test (September for vulnerable pupils or SEND)  
SPAR Spelling Test (September for vulnerable pupils or SEND)  
Termly (Phase) assessment against Age Related Expectations (ARE)  
NFER standardised reading and maths tests (autumn & summer)

**Year 5:** Salford Reading Test (September and June for vulnerable pupils or SEND)  
SPAR Spelling Test (September and June for vulnerable pupils or SEND)  
Termly (Phase) assessment against Age Related Expectations (ARE)  
End of Year KS2 SATs (formative assessment tool)

**Year 6:** Salford Reading Test (September for vulnerable pupils or SEND)  
SPAR Spelling Test (September for vulnerable pupils or SEND)  
End of KS2 SATs and TA in writing and science (June)  
Termly (Phase) assessment against Age Related Expectations (ARE)

Termly (Phase) assessments made against Age Related Expectations (ARE) are supported by the Hampshire Assessment Framework and *Headstart* Assessment Materials in Maths.

NFER tests are used in Year 4 to provide a helpful diagnostic assessment mid way through the key stage and inform teachers with a standardised attainment and progress measure in reading and maths.

Children with Special Educational Needs (SEND) or whose progress is causing concern may be assessed using these tests more frequently in order to measure progress towards their IEP targets, intervention programmes & cohort action plans (at least termly). Children on the SEN register may also access the carousel assessment tests.

### **Pupil Tracking:**

The results of teacher assessments will be collected for every child and recorded on the school's electronic pupil tracking forms; these are found on the school's network in the assessment folder where masters have been provided for each year group and class. Groups of children can then be monitored / tracked effectively through each academic year against the end of year expectations. The results of this process are used to inform programmes within cohort action plans with a focus on catch up and keep up.

Data capture points at Sarisbury are:

**Phase 1 – end of November (week 11 or 12)**

**Phase 2 – mid March (week 9 or 10)**

**Phase 3 (end of year) – end of June (week 9 or 10)**

Trackers at Sarisbury are designed to be a fluid capture of pupil achievement and will therefore be updated regularly within each phase. Teachers will use tracking data at the end of each phase to identify where pupils have fallen behind and implement a recovery action plan to diminish emerging differences.

For those children identified as having Special Educational Needs (SEND), additional reading, spelling, comprehension and oral tests are administered (carousel assessment); details are kept on the school's SEN register. The Sandwell Maths Screening Test is used to identify barriers to learning in mathematics.

Children attaining level 3 on entry to key stage 2 or assessed at working at greater depth are identified and provision made within day to day class teaching; the progress of these children will be monitored in line with the school's assessment cycle.

Regular assessments in foundation subjects are made against key learning objectives; these are often completed at the end of a unit of work. The outcomes of these assessments are recorded on tracking sheets designed by each subject leader. Subject Leaders will provide guidance for staff on the timing and use of assessment to track the progress of pupils towards key objectives in foundation subjects.

Continuous formative assessments are carried out daily by all class teachers and children as part of Assessment for Learning opportunities and are used to inform future planning.

## **RECORDING**

The purpose of recording is to:

1. track a child's progress through the school
2. recall / record ephemeral evidence which has been observed
3. inform the class teacher of match, completion of work, standard achieved and progress

## **Reading:**

The Reading Journal provides evidence of the frequency and variety of texts and genres read. This is regularly checked by classteachers. Teachers make informal assessments about progress in reading during guided and group reading activities. Termly assessments are made against ARE in line with the Hampshire Assessment Framework and recorded on the school's progress trackers. These assessments are monitored by the English Leader to evaluate the proportion of children at or above age related expectations.

**NFER diagnostic analysis completed by Y4 to inform planning (Aut 1, Spr 1 & Summer 2)**

## **Writing:**

Moderated / assessed examples of the range of writing will be kept in the child's literacy book. These are carried out at least once per half term and assessed using the performance indicators for each year group. Termly assessments are made against ARE in line with the Hampshire Assessment Framework and recorded on the school's progress trackers. These assessments are monitored by the English Leader to evaluate the proportion of children at or above age related expectations. Year Group and Whole School moderation activities, supported by the English Leader, are a regular aspect of the writing assessment process at Sarisbury.

## **Speaking and Listening:**

Regular assessments are made by class teachers against key performance indicators for speaking and listening; these assessments are monitored by the English Leader.

## **Maths:**

Assessments based on units of work will be recorded by the class teacher and used to inform the termly assessment against ARE in maths. Headstart Maths Assessments are used to assess progress towards key learning goals and support teacher's on-going assessment. Termly assessments are made against ARE in line with the Hampshire Assessment Framework and recorded on the school's progress trackers. These assessments are monitored by the Maths Leader to evaluate the proportion of children at or above age related expectations.

**NFER diagnostic analysis completed by Y4 to inform planning (Aut 1, Spr 1 & Summer 2)**

**Science:**

Teacher assessments in Science are to be completed termly using core learning objectives. Assessment grids for Sc1 and the NC objectives are used to record progress against ARE in Science.

**Informal Assessments:**

Teachers should include in these strengths / weaknesses in curriculum areas; comments on specific pieces of work; comments on parts of the curriculum that cannot show written evidence i.e. drama, speaking / listening activities, games etc; behaviour and tolerance to others, co-operation and collaborative skills.

The collection of ephemeral evidence is an important aid to the overall assessments made of each child and contributes towards comments at parents' evenings and report writing. It is suggested that one page per child is kept in the class assessment file.

**REPORTING**

The purpose of reporting is to inform parents of their children's progress in school.

**Parents Evenings:*****Autumn Term 1:***

parents are invited to meet informally with their child's teacher to discuss transition into their new class. This format of 'open classrooms' are designed to alleviate any early problems and to introduce the new teacher to parents and vice versa. They provide an opportunity for pupils to share aspects of their work.

***Autumn Term 2 – Steps to Success 1:***

parents are invited to a formal meeting to review their child's progress. These meetings provide an opportunity to discuss and look through their child's work and review progress and achievement towards targets set in their child's Steps to Success since the Autumn Term and share further targets as appropriate; pupils are invited to attend these meetings.

***Spring Term – Steps to Success 2:***

parents are invited to review their child's progress. These meetings provide an opportunity to discuss and look through their child's work and review progress and achievement towards targets set in their child's Steps to Success since the Autumn Term and share further targets as appropriate; pupils are invited to attend these meetings.

***Summer Term:***

An open evening following the open classroom format is held towards the end of the summer term to allow parents to see a full range of activities and displays. It also gives an opportunity to meet the pupil's teacher on an informal basis to discuss the child's report.

**Reports:**

Detailed written reports are completed in the summer term and sent to parents at the beginning of July.

Written reports include:

- Comments on all National Curriculum subjects.
- Teacher Assessed progress against ARE in Reading, Writing, Maths and Science.
- A comment on general progress and behaviour.
- A report on social and personal development.
- Attendance figures.

In Year 6, reports also include:

- The results of the KS2 SATs
- School based comparative information of SATs for that year.
- Comparative information on a national scale, giving % of children's results for the previous year.

Parents are given the opportunity to discuss their child's report with the class teacher. Report formats may be reviewed periodically to see if improvements can be made.



## ASSESSMENT PROCEDURES OVERVIEW

Assessment Method	Year Group	Date / Frequency
<p><b>Pupil Tracking Data:</b>            KS1 TA Data            Termly progress reviews against ARE in reading, writing and maths</p> <p>Key Stage 2 SATs</p>	<p>Year 2            All Year Groups</p> <p>Year 6</p>	<p>Annually in June            Termly</p> <p>Annually in May</p>
<p><b><i>The results of the above tests and teacher assessments in reading, writing, maths and science are recorded in a pupil tracking document and used to assess progress against age related expectations.</i></b></p>		
<p><b>Class Based Assessment:</b>            Writing Portfolio including moderated / assessed examples of writing</p> <p>Guided reading            NFER Standardised Tests (Autumn &amp; Summer)</p> <p>Maths / assessments in all areas supported by the Hampshire Assessment Framework and Headstart Maths Assessments            NFER Standardised Tests (Autumn &amp; Summer)            KS2 SATs (formative)            Other assessed examples of children's work</p>	<p>All Year Groups</p> <p>All Year Groups            Y4</p> <p>All Year Groups</p> <p>Y4</p> <p>Y6            All Year Groups</p>	<p>At least two examples per term (these will be moderated across the year group to ensure consistency in judgements against ARE)</p> <p>Regular assessment supported by the Hampshire Assessment Framework</p> <p>Examples of independent work which is used to provide evidence of teacher assessment will be monitored by the Maths Leader</p> <p>Annually in Feb (mock) May            As set by individual Year Groups</p>
<p><b>Teacher Assessment:</b>            Weekly / unit based assessment of key learning objective/s.</p> <p>Day to day informal assessments</p> <p>Ephemeral evidence</p>	<p>All Year Groups</p> <p>All Year Groups</p> <p>Individual teachers</p>	<p>Weekly as agreed by individual Year Groups (recorded on school's assessment sheet)            As necessary (notes / comments on weekly planning sheet)</p> <p>As necessary</p>
<p><b>Whole School Core Assessment:</b>            Hampshire Assessment Framework</p>	<p>All Year Groups</p>	<p>Termly on an agreed subject / focus</p>

## **TRANSFER ARRANGEMENTS**

### **1. At the end of the Key Stage:**

The following documents / work will be sent to the receiving school.

- End of Key Stage Test Results and Teacher Assessments
- SEND information as appropriate
- Able Child information
- Data sheet completed for Secondary Transfer (Y6)

The school maintains an effective liaison between Y6 and Y7 staff and will supply further information / examples of children's work as requested.

### **2. Within the Key Stage:**

The following documents should be sent to receiving teachers.

- A copy of the last report to parents
- End of Key Stage 1 assessment results
- SEND information
- Able Child information
- Moderated / assessed work in line with assessment policy
- Class assessment tracking sheet (accessed electronically)

### **3. End of Year Transfer:**

Teachers need to meet at the end of the Summer Term to hold transitional conversations to pass on the following information to the receiving teacher:

- SEN information and relevant IEP's
- Behavioural / emotional problems
- Medical needs and agreed protocols
- Class record and assessment information
- Class assessment tracking sheet in reading, writing and maths (accessed electronically)
- Work samples from selected pupils (SEND and vulnerable groups)
- Writing assessments, science, DT, RE, French & Art books to be transferred to the receiving teacher

### **4. Key Stage 1 to Key Stage 2:**

The school has established an effective liaison between Y2 and Y3 staff. There are regular meetings in the Summer Term to discuss the make up of new classes and pass on the following information to Year 3 teachers:

- Key Stage 1 TA Results\*
- Information / records on children with Special Educational Needs
- Behavioural / emotional problems
- Friendship groups
- Individual Targets
- Two pieces of unaided writing to show current attainment (this forms part of the transition programme between Year 2 and Year 3)

\* Key Stage 1 teacher assessment results are used to set targets for the end of Year 3. These are outlined in the School's Strategic Plan and Pupil Tracking Data.

### **Pupil Records:**

A copy of pupils' reports and Steps to Success are kept in the children's record files held in the Headteacher's office. They are also stored securely on the school's IT Network.