



Moss Park Junior School Assessment and Reporting Policy

Moss Park Junior School has reviewed its Assessment practice against the agreed set of principles outlined in the body of this policy. Staff have been involved in the evaluation of existing practice and the development of a new, rigorous assessment system, without levels, and the procedures to enable our school to promote high quality teaching and learning for every child in our school.

Moss Park Junior School has worked in collaboration with the local school's cluster to ensure a consistent approach to assessment. The cluster has agreed to commit to cross-school moderation activities.

Moss Park Junior School has identified trained assessment leads who will work with other local leads and national experts.

INTRODUCTION:

What is Assessment?

Assessment is a vital part of every teaching activity. In effective education, assessment is of the progress of the whole pupil throughout their educational journey.

Assessment is the means used to evaluate that progress and diagnose the academic needs of the pupil.

True assessment is neither wholly formative, nor wholly summative; it is embedded in the classroom rather than an activity of reflection outside the classroom.

Assessment helps pupils engage more fully in their own development and learning.

When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action; they know what they must do to progress further.

Teachers adjust their plans in response to formative and summative assessment.

A pupil responds better to new challenges if they know what they must do to progress, how and why.

Moss Park Junior School's Agreed Principles for Good Assessment:

(These principles have been agreed beyond the school, by our local cluster of schools)

Our assessment processes are underpinned by the following principles and the assessment systems are fit for purpose.

1. Assessment is at the heart of teaching and learning.

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides opportunity for pupils to demonstrate/review their progress.

2. Assessment is fair.

- a. Assessment is inclusive of all abilities.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest.

- a. Assessment outcomes are used in ways that minimise undesirable effects.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for all learners.

5. Assessment is appropriate.

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.

- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.
- c. School's results can be compared with other schools, both locally and nationally.
- d. Schools across the local cluster share, wherever possible, an agreed Common Language of Assessment

7. Assessment outcomes provide meaningful and understandable information for:

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning.
- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate, is tailored to meet the needs of our learners and enables them to make maximum progress.

All staff are regularly trained in our approach to assessment.

We have a senior leader who is responsible for assessment overall and the English and Mathematics Leads have responsibility for over-seeing assessment in these subjects and standards within them.

All subject leads are expected to be familiar with the progress of pupils in their subject area across school.

Our methods of assessment

- Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, pupils and parents plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum, our own local design and statements within the school's IT assessment programme, Target Tracker.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. (The use of P scales are used where appropriate to ensure challenge and progression for pupils with SEND)
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Each pupil is assessed (using a three phased judgement) as either **'Beginning'**, **'Within'** or **'Secure'** each relevant criterion contained in our expectations for that year. (Age Related Expectations)
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging learning opportunities, not work from the above year.
- Assessment judgements are recorded and backed by a body of evidence created using observations, book scrutinies, records of work and testing.

- Assessment judgements are moderated by colleagues in school and by colleagues in other local schools to make sure our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk (in this school) are making appropriate progress and that all pupils are suitably stretched and challenged.
- School leaders and teachers follow the cycle of: **analyse** assessment data; **reflect** on outcomes - strengths and weaknesses; **implement** changes to improve performance and further progress; **analyse again**.
- The information from assessment is communicated to parents and pupils at least twice a year through structured conversations, written interim reports and the Annual Written Pupil Report.
- Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, extra- curricular activities, roles and responsibilities etc providing a full picture of the whole child beyond their academic development.

Reporting to Parents

Pupil progress and achievement is communicated through descriptive profiles rather than condensed to numerical summaries (although our school also uses numerical data for internal purposes.)

At **Moss Park Junior School**, parents receive a written report in the Spring term and at the end of each academic year. This provides comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum, including physical, personal, social skills, attitudes, homework where appropriate and RE.

KS2 levelled SATs results will be included in the reports of children in year 6 in 2015 only.

The reports include a comment slip for parents and children. In addition, parents are offered the opportunity to discuss their child's report with the class teacher. Parents' Evenings take place three times a year - in the Autumn, Spring and Summer terms. They are an opportunity to find out more about each child and offer parents ways of supporting their child at home.

Parents of children with a Statement or EHC Plan are invited to an annual review meeting and have the opportunity at Parents' Evenings and drop-ins to meet with teachers and support staff to discuss the intervention programmes their child is working on.

Examples of Current Best Practice in Assessment by our school that meet the Agreed Principles outlined above:

Core Subjects

Reading: is assessed through Teacher Assessment every half-term supported and informed through a formal written test every term.

Year 3 pupils have a Reading Age test in the first half term of joining our school. This is tested again in Year 3, and for Years 4, 5 and 6 in the summer term.

Writing: is assessed through Teacher Assessment every half-term and moderated across school 3 times in the academic year – once each term.

Mathematics: is assessed through Teacher Assessment every half-term supported and informed through a formal written test every term. Multiplication Tables are usually tested weekly.

Year 6 will be tested in core subjects through:

Teacher Assessment and written testing in Autumn 1 & 2, Spring 1 & 2 and Summer 1 with End of Key Stage 2 SATs Tests in May.

Spellings: are assessed in Autumn 1, Spring 1 and in the Summer term.

Phonic Assessments: take place in Year 3 through the Read, Write Inc programme in Autumn 1 and if appropriate for pupils in Year 4 where concerns remain.

NVR tests: take place in the Autumn term for Year 4 and Year 5 pupils.

Foundation subjects: pupils' progress is recorded on an excel sheet specific to our school every term.

EAL pupils: as appropriate - informal testing through vocabulary, reading & phonic assessment along-side descriptive curriculum age-related expectations through Target Tracker.

Pupils with SEN and/or disabilities are assessed in-line with the above where appropriate and also on an on-going informal basis facilitated through discussion between the SENco, teaching staff, support staff and parents/carers regularly.

Techniques for assessment include:

- observation - how children tackle tasks, interact, work rate, confidence
- questioning - rich, open ended, thinking time
- marking – with the child and setting targets (see Marking Policy)
- scrutiny of work – progress over time, gaps, extension/reinforcement needs
- discussions – with individual children and groups
- informal check-up tests – progress in specific units, check understanding
- formal testing – Government Tests, school-based tests

We aim to empower active, informed learners - not learners that have learning done to them!

As the children move through the school the repertoire of Assessment for Learning strategies build:

- Classroom climate - “new learning is hard but fun”
- Self assessment - ranging from thumbs up/thumbs down, smiley faces, traffic lights through to analytical grids and learning journals where appropriate for individual pupils
- Peer assessment - Talk partners
- Feedback/Marking that sets next steps to improve and offers opportunities to have another go or extend learning.
- Targets - personalised and developed together
- Success Criteria linked closely to the Learning Objective

At **Moss Park Junior School** our assessments form the basis of discussions at Pupil Progress Meetings with teachers and support staff and with parents/carers at Parents’ Evenings. In this way we can act quickly to ensure any gaps in learning or a slowing of progress is identified and addressed.

Teacher Assessment

At **Moss Park Junior School**, teaching, learning and assessment is integrated at the planning stage. Regular, ongoing, formative assessments are carried out as part of classroom practice. We believe that assessment should draw upon a whole range of evidence to ensure that we gain a holistic ‘picture’ of the child. We value the importance of children acquiring skills and understanding which they can then apply to all areas of life and our assessment strategies reflect this.

Core Subject Assessments

Teachers use agreed across-school tests/Teacher Assessment methods to assess all children in Reading, Writing and maths. Teachers make informal notes on their planning to record particular success or a child who needs more input. Assessment is a combination of observation notes/ written evidence /discussion with pupil by both teacher and TA and testing to support teachers’ judgments.

Assessment evidence is collected throughout the term and assessment judgements and outcomes recorded and updated on a half-termly basis using the IT program Target Tracker.

Moderation meetings

We have built in staff meeting and staff training time to moderate and ensure consistency e.g. in the Summer term the class’ next teacher moderates with the current teacher their final judgements. Writing is moderation meetings take place throughout the year to ensure consistency of judgements.

KS2 Tests from 2016 - administration may be monitored through a visit during test week by LA officials.

During the Summer Term, we also undertake moderation exercises with local primary schools in order to ensure consistency of judgements.

Pupil Targets

Following half-termly assessment, pupil targets are set for Reading, Writing and maths. Targets for Writing and maths may be recorded in the front of children's books and are highlighted as they are achieved, allowing the child to move on to their next target. These targets are shared with parents at Parents Evenings, where parents are encouraged to discuss and work on them, where appropriate, with their child at home.

Assessment Cycle/Weeks

Assessment Weeks are held half-termly for Years 3, 4 and 5 (Year 6 take the formal End of Key Stage 2 Tests in May). During assessment weeks children sit tests for reading, comprehension, writing and maths. These provide a "snapshot" of attainment on one day but are most importantly used to support or inform the teacher's own judgements on progress made by the child. Evidence for Writing assessment is taken from a range of pupil work across the curriculum and is not based upon a timed writing test.

Non Verbal Reasoning Tests

NVR tests are administered annually to pupils in years 4 and 5 and provide an opportunity for a child to show us what they can do without any language barriers-a measure of intelligence/raw ability. We use the results to measure ability/potential for learning and where appropriate to compare them to how the child performs in school over time.

Target Tracker

Data from assessment weeks is reviewed and compared to teacher assessment which is inputted half- termly into our computerized Target Tracker system. Pupil Progress Meetings centre on analysis of data from this tracking system as it displays comprehensive information about progress in learning.

We utilize the information to track half-termly and termly progress, yearly progress and progress since Key Stage 1 for the individual, the class and the cohort. Other important information is included on the Tracker for each child eg health issues, SEND status, EAL, eligibility for Free School Meals or Pupil Premium.

In this way, children who are not making progress are identified quickly so intervention, extra support/further assessment can be planned for them.

Pupil Progress Meetings

Their aim is to ensure that assessment data is used formatively to inform children's learning. Target groups are identified, ARE are quantified, provision and needs are analysed.

Record keeping

Teachers keep individual, group and class records; these may be test scores, reading book level, homework results, and parents' evening notes. Assessment

information that builds up the overall picture about individual's learning progress is vital to the holistic development of the child.

Children new to the school at times other than the start of Year 3

Assessment information from the previous setting/school is passed onto the class teacher. To gain a fuller picture of each child's ability, a free Writing piece, a Reading test, NVR test and/or maths test will be administered where appropriate so that learning is tailored to meet need. We recognise that children need time to settle and adjust and this is taken into account in our on-going judgement of needs and ability.

New EAL arrivals

The home language is identified and the new child is "buddy-ed" up with a home language speaker where possible. In 1:1 sessions the EAL support TA assesses learning needs and level of English. Children undertake a full NASSEA assessment, where appropriate, annually, which provides evidence of the child's level of competence in Reading, Writing, Speaking, Listening and Understanding. These findings are fed back to the teacher who can then adjust planning, vocabulary banks, resources or additional support for the child and, if necessary, appropriate interventions are planned.

Identification of Additional Needs

Needs that affect learning, behavioural, social, emotional, motor skill development, medical and/or EAL are recognised and identified by class teachers, Teaching Assistants and the school's SENco.

Support or interventions may be put in place by school or further assessment by outside agencies maybe sought. (See SEN policy)

Monitoring & Evaluation

A rigorous timetable of assessment of teaching and learning is devised each year in line with School Development Plan priorities and identified needs. This takes the form of Teacher Assessment, testing, book scrutiny, lesson observations with specific focus, monitoring of enabling environments and pupil voice, etc.

This Policy is our mechanism for guaranteeing that our classrooms, our teaching and our use of assessment promotes quality learning and at least good progress for every child in our care.

September 2015

To be reviewed summer 2018