Bordon Junior School

Assessment Policy

Assessment is at the heart of ensuring we as a school achieve the highest quality of learning for all our children.

It enables us to identify children's strengths and areas in their learning to be developed and also provides a framework in which children's progress can be expressed.

Assessment supports the school in targeting resources where they are going to have the biggest impact and supports the school in ensuring that all groups of children achieve to the highest possible standards.

Assessment is used to support the collaboration between school and parents by providing a foundation for discussion between school and home.

Assessment is also used to meet the school statutory duties and to hold the school to account for the work we do. Assessment is used by the school to support the setting of future priorities in our continual drive to improve

1. The principles and aims of assessment

Any assessment in our school must be used to have a positive impact on children's learning. Therefor assessment must be focused and purposeful. Primarily assessment is used to move children's learning forward or to analyse different groups within the school to improve overall performance.

There are three broad overarching forms of assessment, each with its own purposes
Day-to-day in-school formative assessment, for example:
- *Question and answer during class*
- *Marking of pupils' work*
- *Observational assessment*
- *Regular short assessments such as spelling assessments*
- *Scanning work for pupil attainment and development*

In-school summative assessment, for example:
- *Short end of topic or unit assessments*
- *Reviews for pupils with SEN and disabilities*

Nationally standardised summative assessment, for example:
- *End of Key Stage 2 Tests*
  - *Reading*
  - *Mathematics*

- o *Vocabulary, Grammar, Punctuation and Spelling*
- *End of Key Stage 2 Teacher Assessments*

2. **Arrangements for the governance, management and evaluation of assessment**
   2.1 Governance
   - The headteacher supported by the Leadership team are responsible for ensuring the assessment policy is maintained and followed
     - o The headteacher is responsible for reporting assessment arrangements and assessment information to the governing body termly
   - The headteacher has overall responsibility for ensuring the effectiveness of assessment practices within the school
     - o Year group teams are responsible for ensuring consistency of judgment within their year groups
     - o Subject leaders are responsible for ensuring staff's accuracy of judgments and understanding of assessment within their subject. They work with the Leadership team to achieve this
   - The governors role is to
     - o hold the school to account for the assessment judgments
     - o to monitor the schools assessment arrangements

   2.2 Management
   - The headteacher's role in the management of assessment is to
     - o Analyse assessment evidence at set milestones
     - o Collect whole school and key groups assessment evidence
     - o Monitor assessment practices across the school
     - o Ensure all staff follow the principles and practices set out in this policy
     - o Ensure accuracy of assessment practices and judgments from all staff
     - o To ensure training needs are identified and staff have the required knowledge
     - o Ensure that where needs are identified support/action is put in place
     - o To monitor the effectiveness of any support or actions that have been put in place
     - o work with subject leaders in designing assessment collection templates
     - o report on assessment practices and evidence to the governors and the LA when needed
     - o To ensure all statutory assessment returns are submitted
     - o To ensure the school complies with all statutory requirements on assessment and reporting as set out by the DfE
   - Year Group Teams' role in the management of assessment is to
     - o Analyse their year groups and key groups within their year groups assessment evidence
     - o Ensure that where needs are identified support/action is put in place
     - o To monitor the effectiveness of any support or actions that have been put in place

- o Report on the progress of key groups to the SLT at set milestones
- o To work with the SLT and the SENCO to adapt learning based on needs identified through assessment
- o Ensure regular moderation of English and maths assessment happens within their year group
- o Ensure all assessments within their year group are completed on time
- o Ensure all staff within their year group understand the purpose and principles of assessment, and follow the assessment policy
- Subject leaders role in the management of assessment is to
  - o Ensure staff have the required knowledge to enable them to make accurate assessments and to effectively support children's learning
  - o Monitor the effectiveness of assessment arrangements in their subject
  - o Report back to the SLT at each milestone and the governors when required on assessment arrangements and judgments for their subject
  - o Analyse the progress of different key groups across the school within their subject at each milestone
  - o Ensure that where needs are identified support/action is put in place
  - o To monitor the effectiveness of any support or actions that have been put in place

2.3 Evaluation
- The school will evaluate the effectiveness of the assessment policy through
  - o Working with the Local Authority at least annually
  - o Close links, moderation and joint working with Bordon Infant School
  - o Moderation of assessment judgments with other school within and where possible beyond our local cluster
  - o Continual review of this policy in line with local and national advice and guidelines

3. **Information about how assessment outcomes will be collected and used**

The school will only collect the assessment data that is required for improving outcomes for children.

Assessment outcomes will be collected in KS2 through
- Regular updating of children's progress towards or exceeding Age Related Expectations (ARE) in the individual statements from the national curriculum. These will be recorded on the schools Target Tracker data base as 'not achieved', 'working towards', 'achieved' or 'mastered'
- Analysis of children's progress through the statements and a determination if at the end of each phase if they are on track for ARE by the end of the year. This will be recorded on the target tracker system
- Year group and English and maths reviews at set milestones of the attainment and progress of different key groups

- Independent writing books are used as a portfolio of work to moderate writing judgements
- Progress test are used for reading and maths
- Daily assessments of children's learning needs in English and maths. These are recorded in the planning folders.

Assessment outcomes will be used in our school for
- Supporting children's learning in terms of achieving the very best possible attainment and progress
- Deciding which style of learning each individual child needs for each maths and extended writing session
- Supporting decisions in Pupil Progress meeting
- Supporting decisions in SEN reviews
- reporting to parents at parents evening and for end of year reports
- Staff performance management
- Reporting to external agencies, such as the LA and Ofsted, on the effectiveness of the school
- Fulfilling all statutory data returns to the LA and to the DfE

Assessment data will be shared with
- Children in their targets
- Other staff within the school
- Parents through parents evenings and school reports
- Other schools when a pupil transfers from us to them
- The LA or the DfE as required to meet statutory data returns
- Other professionals with a legitimate reason to require the information to ensure the best outcomes for children

Anonymised assessment data will be shared with
- Other schools for the purposes of school to school comparison and support
- The school governors for the purposes of meeting their responsibilities
- The LA or Ofsted for the purposes of judging school effectiveness

4. **Arrangements for ensuring teachers are able to conduct assessment competently and confidently**

The school is committed to ensuring teachers have all the necessary training to ensure the assessment judgments being made are accurate and robust. The school believes that it is through joint working and professional conversations that we ensure assessments are used most effectively to support children's learning.

The school engages in the following to support the strongest understanding of assessment practice and principles for all our staff
- Regular training through staff meetings

- Regular moderation of judgments within year groups
- Annual moderation of assessment judgments between year groups
- Annual moderation of assessment judgments with the Infant School
- Moderation within our local cluster of schools at least once annually
- Strong induction of new staff in assessment practice and school principles
- External assessment training from the LA or Target Tracker as and when needed by the school
- SLT monitoring of staff understanding of assessment practice and principles

5. Different forms of assessment

5.1 Day to day assessment

Strong and effective Day to day assessment is the key to children achieving well. All teaching staff feed into the day to day assessment for the children they have been working with. This takes the form of

- Highly effective marking following the school's marking policy
- Conversations between all teaching staff involved in a lesson
- Annotations on planning to support decisions on learning needs for the following day
- Staff professional knowledge of individual children

Teaching staff gather this day to day assessment through various means including, but not limited to

- Rich questioning
- Deliberately setting up errors for the children to respond to
- Posing problems to be solved

Daily assessment is essential to ensure children receive the learning style they need for each maths session and each weekly extended writing session. The school operates a system where children's individual needs are assessed against the objective for the lesson. Children are then grouped according to their learning needs, to enable them to achieve or deepen their understanding of the objective. Children will be moved between groups fluidly throughout the week or throughout the session. This is recorded on a weekly tracking sheet to identify trends in children's learning.

Formative assessment is key to meeting children's individual learning needs. While some formative assessment is recorded through annotations on planning the majority is stored by the teacher mentally. We as a school expect teachers to have in-depth knowledge of children and be able to talk about their learning needs. Teachers' professional judgment goes hand in hand with recorded evidence to create the full picture of an individual child.

Assessment of children with SEN can be more complex and require a deeper level of knowledge and understanding on the part of the staff. To support accurate assessment

of SEN needs we draw on a range of methods to provide an accurate picture of the needs of the whole child and to assist in planning the learning journey of the child.

These include but are not limited to
- Tests used to support identification of difficulties such as Dyslexia Early Screening Test/Dyslexia Screening Test – junior, Salford reading test or The Boxall profile
- Professional knowledge of the highly trained and experienced SENCOs
- Professional knowledge of staff with training in specific areas such as LSA's trained as ELSA's
- Assessments by external agencies such as Educational Psychologists or Speech Therapists

Children take an active role in assessment through
- Responding to teacher feedback both written and verbal
- By working towards their own personal targets and maintaining their target books
- By working on their LSP if they have one

5.2 in school summative assessment

The school's assessment model has been based on Hampshire's assessment model which divides the curriculum in to three phases and has 4 milestones for reviewing attainment and progress.

Phase 1 is between September and November
Phase 2 is between November and February
Phase 3 is between February and April

Milestone 1 is November
Milestone 2 is February
Milestone 3 is April
Milestone 4 is the end of the academic year

Phase 1 curriculum objectives are introduced before the first milestone in November. Phase 2 objectives are introduced after milestone one and up to milestone 2 in February. Phase three objectives are the last to be introduced. They are introduced between milestone 2 and 3 which ends in April.

At each milestone teachers record judgments for each of the objectives that have been taught. The judgments will be recorded on the Target Tracker system as 'Not Begun', 'Working Towards', 'Achieved' or 'Mastered'

assessment	Meaning

Not Begun	Pupil has not begun to demonstrate understanding
Working Towards	Pupil shows sufficient independence and fluency for the statement
Achieved	Pupil demonstrates competency
Mastered	Pupil demonstrates real depth of understanding/mastery in this area

The table below shows what competency a child needs to achieve at each milestone to be judged 'On track to achieve Age Related Expectations'

Milestone 4	Achieved/ Mastered	Achieved/ Mastered	Achieved
Milestone 3	Achieved/ Mastered	Achieved	Working Towards
Milestone 2	Achieved	Working Towards	Not Begun
Milestone 1	Working Towards	Not Begun	Not Begun
	Phase 1	Phase 2	Phase 3

This judgment is used first and foremost to identify gaps in learning in individual children, groups or the whole cohort. Teachers will evaluate this information to ensure planning is designed to meet the needs of children not, just move them on to the next phase objectives.

Secondly this information is used to make a summary judgment of a child's progress at each milestone. This judgment is used to;
- track children's progress over the short and long term
- Set challenging targets for individual children, groups and whole cohorts to ensure every child achieves to the highest level
- Identify strengths and underperformance in individual children, groups and whole cohorts
- Support the school in the best allocation of resources to meet children needs

These judgments are recorded on the Target Tracker system as 'Steps'. There are six steps,

Step	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Vocabulary	beginning	beginning +	Working within	Working within+	Secure	Secure+
End of year Judgment	Below Expectations		Working towards expectations	At Age Related Expectations for the end of the year		Mastered / above expectations

When recording which 'step' a child is on teachers will look at the statements that have been assessed and make a professional judgment
- Milestone 1

- o If 100% of Phase 1 statements have been assessed as working towards (with possibly only a few minor gaps so no KPI statements) then the child can be marked at step 2 or 'b+'. This means they are on track for achieving ARE
  - o If 100% of Phase 1 statements have been assessed as 'Working Towards' (with possibly only a few minor gaps so not KPI statements) and more than a few have been assessed as 'Achieved' then the child can be marked at step 3 or 'w'
- Milestone 2
  - o If 100% of Phase 2 statements have been assessed as working towards (with possibly only a few minor gaps and so KPI statements) and close to 100% of Phase 1 statements have been assessed as 'Achieved' then the child can be marked at step 3 or 'w'. This means they are on track for achieving ARE
  - o If 100% of Phase 2 statements have been assessed as 'Working Towards' (with possibly only a few minor gaps so not KPI statements) and more than a few have been assessed as 'Achieved' and 100% of Phase 1 statements have been assessed as 'Achieved' then the child can be marked at step 4 or 'w+'
- Milestone 3
  - o If 100% of Phase 3 statements have been assessed as working towards (with possibly only a few minor gaps so not KPI statements) and close to 100% of Phase 2 statements have been assessed as 'Achieved' and 100% of Phase 1 statements have been assessed as 'Achieved' then the child can be marked at step 4 or 'w+'. This means they are performing in Age Related Expectations at a lower end
  - o If 100% of Phase 3 statements have been assessed as 'Working Towards' (with possibly only a few minor gaps so not KPI statements) and more than a few have been assessed as 'Achieved' and 100% of Phase 1 and 2 statements have been assessed as 'Achieved' then the child can be marked at step 5 or 's' This means they are performing in Age Related Expectations at the higher end

- Step 6 or 's+' is for those children that have achieved all the statements and mastered many

5.3 Nationally standardised summative assessment

The school will follow all statutory assessment requirements. In doing so different members of staff will have different roles to perform.

The Headteacher will be the responsible for;
- Ensuring all requirements set out by the DfE in the Assessment and Reporting Arrangements are followed
- Following the guidelines set out by the Local Authority

The Governors are responsible for;
- Monitoring the school procedures in relation to all statutory assessment and the schools adherence to the Assessment and Reporting Arrangements

Teachers are responsible for;
- Adhering to the Assessment and Reporting Arrangements
- Ensuring the tests are conducted in such a way as to maintain the integrity of the assessment and the professionalism of every member of staff involved in overseeing the assessment
- Maintaining the emotional wellbeing of all the children involved in the assessment

The policy is reviewed 2 yearly in line with the policy review schedule.

Ratified by: [name/body]:…………………………………………

Date:……………………………………………

Signed (Chair):…………………………………………………….