



Blue Gate Fields Junior School

Assessment Policy

Policy details:

Date of policy: January 2020
Last updated: October 2022
Date of next review: January 2024

Person (s) responsible for implementation and monitoring:

Sian Acreman (Head Teacher)

Signature (Chair of governors)

A handwritten signature in black ink that reads "Robert Oakley".

Signature (Head teacher)

A handwritten signature in black ink that reads "S E Acreman".

Date:

Refer to Teaching and Learning Policy and Feedback, including Marking, Policy

Aims

In line with the DfE principles for good assessment (April 2014), the core principles to underpin effective assessment at Blue Gate Fields Junior School are:

1. To give reliable information to parents about how their child, and their child's school, is performing
 - a. Allowing meaningful tracking of pupils towards end of key stage expectations in the 2014 curriculum, including regular feedback to parents.
 - b. Providing information which is transferable and easily understood and covers both qualitative and quantitative assessment.
 - c. Differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
 - d. Are reliable and free from bias.
2. To help drive improvement for pupils and teachers
 - a. Are closely linked to improving the quality of teaching.
 - b. Ensure feedback to pupils is responsive and contributes to improved learning and is focused on specific and tangible objectives.
 - c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.
3. To make sure the school is keeping up with external best practice and innovation
 - a. Are created in consultation with those delivering best practice locally.
 - b. Are created in consideration of, and are benchmarked against, national and international best practice.

Assessment principles:

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress. Our key principles are:

- Assessment is at the heart of teaching and learning
- Assessment is consistent, reliable and transparent
- Assessment is ambitious but appropriate
- Assessment outcomes are meaningful and accessible

Assessment is at the heart of teaching and learning

Assessment for learning is ongoing and is underpinned by confidence that every child can improve. It celebrates and measures achievement and progress, and informs planning for teaching and learning across all curriculum areas, enabling teachers to plan more effectively.

Assessment enables individual pupils to make progress in their learning. It is related to shared learning intentions. It helps all pupils to demonstrate what they know, understand and are able to do and involves both teacher and pupils reviewing and reflecting upon their learning.

Assessment provides feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.

Please refer to the Feedback Including Marking Policy for the principles of verbal and written feedback and its part in the formative learning culture.

Assessment is consistent, reliable and transparent

Assessment is inclusive of all children and access arrangements are in place where appropriate.

Expectations for different age groups and ability groups are clear. Judgements are formed according to common principles and are therefore reliable. Assessment is transparent and should form part of ongoing

professional dialogues between staff, children and parents. Assessment is rigorous and moderated carefully to ensure consistency across the school.

Assessment is ambitious but appropriate

Assessment objectives set high expectations for all pupils, including those pupils with a personalised curriculum. Formal assessment is delivered appropriately to match the needs of all pupils. Different types of assessments may be used in order to accurately identify knowledge, skills and understanding as well as barriers and next steps.

Assessment outcomes are meaningful and accessible.

Assessment is a shared process so pupils understand what they have achieved and what their next steps in learning are.

Assessment outcomes also provide meaningful and relevant information for teachers, support staff, governors and external stakeholders.

They provide parents and families with clear information about what their children can do, what their next steps are and how they are achieving and progressing in relation to national age-related expectations.

Our Approach to Assessment

At Blue Gate Fields Junior School we use a variety of assessments and methods of assessment:

- All staff are regularly trained in our approach to assessment.
- Our assessments embody, through agreed criteria, a pathway of progress and development for every child. This is discussed in detail in our Teaching and Learning Policy and Feedback Including Marking Policy.
- Assessment also places achievement in context against nationally standardised criteria and expected standards.
- Our assessment processes support;
 - pupils in developing their learning;
 - parents in supporting children with their learning;
 - teachers in planning teaching and learning;
 - school leaders and governors in planning and allocating resources
- Judgements are formed according to common principles and process to ensure consistency and draws on a range of evidence.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Assessment for Learning

Assessment for learning is at the heart of our approach to teaching. This includes:

- A learning culture, where children and teachers have a growth mindset, self-belief, meta-cognitive skills and the belief that all can succeed;
- Involving pupils at the planning stage to enhance motivation and ownership;
- Talk partners and a high expectation culture, where children are resources for one another and all can be included in discussion;
- Adaptive teaching so that self-esteem is high and expectations are high;
- Clear learning intentions, with memory links and subject-specific vocabulary shared with pupils, not necessarily at the beginning of a lesson, but sometimes after their interest has been captured;

- Effective questioning, especially at the beginning of lessons, to establish current understanding and prior learning;
- A continual quest to find out how far children are understanding their learning so that individual and class feedback and the direction of the lesson can be adjusted appropriately [gapless teaching];
- Cooperative peer feedback in which examples of improvement are modelled via mid-lesson learning stops, so that feedback and improvement is immediate, in the moment and at the point of learning;
- Effective plenaries, where learning is summarised and reflected upon, examples of excellence analysed and shared, before children produce their own 'product';

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
 - We 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 agreed and concrete descriptions of what a pupil is expected to know and be able to do. This assessment criteria is based on the National Curriculum.
 - Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Our use of assessment.

- Teachers use the outcomes of our 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 educationally vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably challenged.
- The information from assessment is communicated to parents and pupils through a structured conversation: "parent conferences".
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development

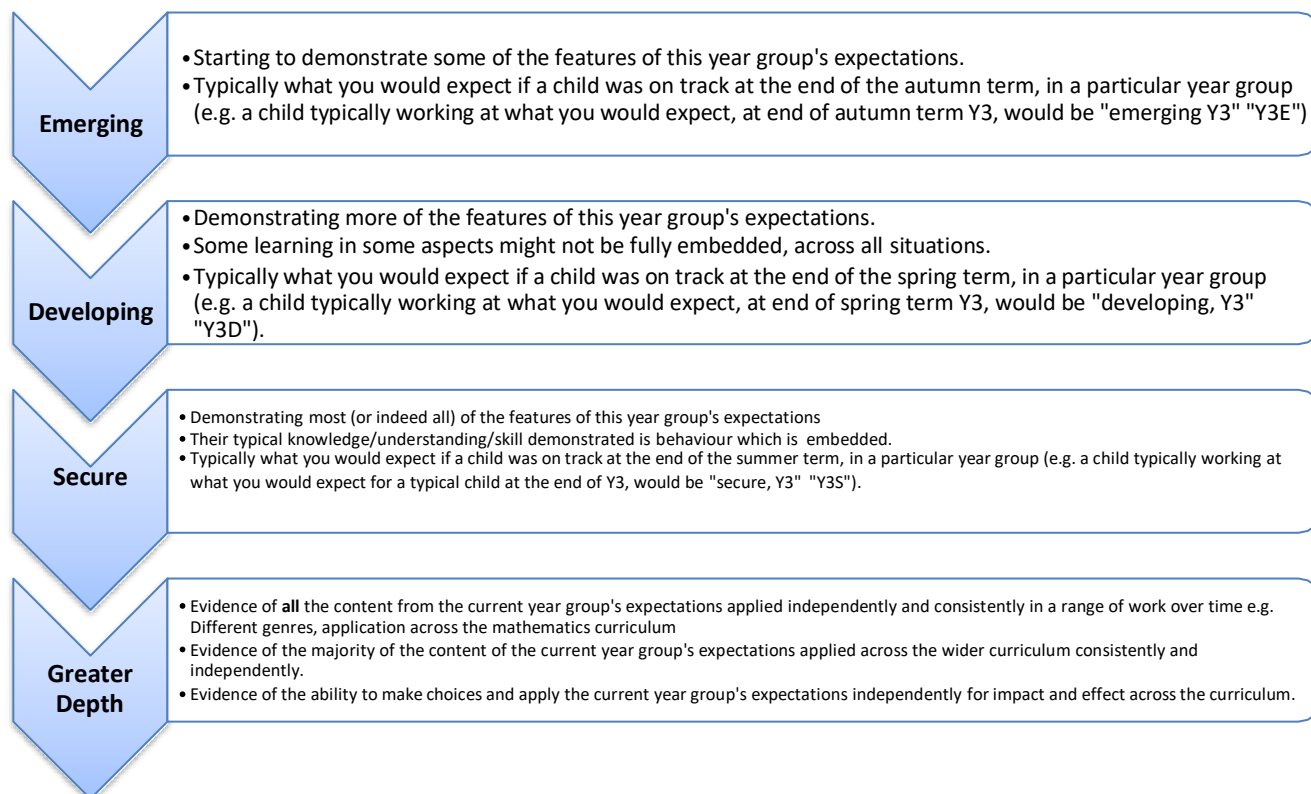
Annual assessments:

- By the end of each year teachers will make a final assessment, this will be based on a combination of NFER tests and teacher judgements. This will enable teachers to make a professional judgement as to whether the end of year expectations have been achieved.
- Robust moderation will ensure that judgements are secure (see below for moderation arrangements)
- Year 6 will participate National assessment which will generate an end of key stage progress and achievement measures.

Mid-Year assessments:

- A combination of the NFER tests and teacher assessments will be used for mid-year assessments, to help teachers make a judgement as to whether a child is "on track" to achieve that year group's expectations. These will be recorded on the school's tracking system and teacher's Attainment Profiles.
- When making the best fit judgement; a child does not need to demonstrate a key learning statement a specific number of times for them to be assessed as having achieved; however, a teacher would normally expect them to demonstrate and apply the skill or knowledge independently, where appropriate, in a different subjects or context.

- Teacher will use the combination of NFER tests and teacher assessments in making a mid-year summative assessment. These will be recorded on the school's tracking system and teacher's Attainment Profiles.
- Year 6 Only – pupils in year 6 will have be assessed at the end of the Autumn and Spring term. These assessments will be based on previous National Test [SATs] papers, or in the case of writing, teacher assessment.



Making judgements at the assessment points

Children who are working below their chronological age

- A child may be, on starting in Y3, below the expectations for that year group, and the teacher may assess the child as year 2 emerging. The teacher would then allocate the corresponding number of points for that judgement.
- The child may make great strides in progress, and close the gap, but at the end of their time in Y3, may still be behind the overall end of year expectation for the year group. They may be assessed as "secure Y2": In other words, the gap has closed somewhat; this will be demonstrated using the points score on the school Tracker.

Using this system to produce data information to demonstrate attainment and progress for self-evaluation, etc.

Data will be tracked, using the school Tracker. Attainment measures will include:

- the proportion of children working at age-related expectation
- the proportion of children working below age-related expectation
- the proportion of children working above age-related expectation
- analysis that can be filtered by groups, including for gender, Pupil Premium, SEND children and other key groups for the school etc.

Progress will also be available for tracking and analysis. This will include;

- proportions of pupils making expected progress;
- proportions of pupils not making expected progress;
- proportions of pupils exceeding expected progress;
- the number of terms of progress made, for a child, cohort or group;
- analysis that can be filtered for gender, Pupil Premium children etc.

Moderation

To ensure that assessments of children, and in turn tracking data, are accurate and meaningful and that teachers are making consistent judgements routine moderation will take place.

This will include:

- termly, school based moderation for all year groups
- termly cluster moderation across the MCubed Partnership schools
- at least annual moderation across the MCubed Partnership schools
- attendance at Local Authority moderation sessions

A clear process for MCubed Partnership moderation has been developed for mathematics and writing and this will be followed in all sessions.

As part of this moderation process we will compile portfolios of work to illustrate "expected" standards, adding to them over time and using them for discussion by staff, pupils and parents. These will include – writing, questions, work samples, photographs, number work etc.