



St John of Jerusalem
Church of England Primary School

Assessment Policy



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School Vision

Our Christian faith underpins the life of the school and through God's enduring love we create a nurturing and caring environment where our pupils develop in body, mind and spirit. Through love, patience and kindness our children are encouraged to learn and grow together to realise their full potential.

"I can do all things through Him who strengthens me."

Philippians 4:13

ASSESSMENT PRINCIPLES AT ST JOHN OF JERUSALEM C. OF E. SCHOOL

The primary principle of assessment is that it should be fit for the purpose and is an integral part of teaching. Different forms of assessment serve different purposes for different people and organisations, including pupils, parents, teachers and support staff, school leaders, the government and Ofsted. Through formative and summative assessment we measure our pupil's performance at a given point in time, this informs teachers' planning and interventions that might be needed for future learning.

AIMS AND OBJECTIVES OF ASSESSMENT AT ST JOHN OF JERUSALEM C. OF E. SCHOOL

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

IMPACT OF OUR ASSESSMENT PRACTICE

- Raise standards of attainment and behaviour for learning, and improve pupil attitudes and response
- Enable the active involvement of pupils in their learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Build on secure teacher knowledge of the diverse linguistic and cultural background of pupils
- Guide and support the teacher as a planner, provider and evaluator
- Enable the teacher to adjust teaching to take account of assessment information, to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- Provide information which can be used by parents or carers to understand their children's' strengths, weaknesses and progress

- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance against its previous achievement over time and against national standards.

WHAT DOES ASSESSMENT LOOK LIKE AT ST JOHN OF JERUSALEM

Types of assessment:

At St. John of Jerusalem, **formative assessment** is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and identify any gaps in their knowledge, thus informing future planning and teaching. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve.

- Effective questioning
- Learning intention and Steps to Success
- Self-assessment
- Peer assessment
- Green pen questions in response time
- Weekly Extended Writing
- Times tables challenge
- Greater Depth Challenges (Test base)

Summative assessment may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement.

- National Standardised Test (KS1 and 2, Phonics Screening) provides evidence as to how our pupils are performing in comparison to pupils nationally.
- End of KS1 National curriculum teacher assessment.
- Termly tests in Reading, SPAG and Maths in all year groups
- Reading and Spelling tests
- Writing Assessment

Day to day	Effective practice would include	NON-NEGOTIABLES AND SUGGESTED RESOURCES
Sharing learning objectives with pupils	<p>Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand.</p> <p>Use these objectives and SS as the basis for questioning and feedback during plenaries. All pupils tick the SS they have achieved.</p> <p>Evaluate this feedback in relation to the achievement of the learning objectives to inform the next stages of planning.</p>	<p>Mini plenaries</p> <p>IWB's</p> <p>LI and Steps to Success must be shared with the class and reviewed</p> <p>Differentiated Steps to Success in line with subject non-negotiables</p> <p>At least three key questions included on planning</p> <p>Concrete resources are available for all pupils to use during Maths lessons.</p>
Helping pupils to know and recognise the standards they are aiming for	<p>Show pupils' work which has met criteria, with explanations of why.</p> <p>Give pupils clear steps to success then relate it to the learning objectives.</p> <p>Model what it should look like. For example, exemplify good writing on the board.</p> <p>Ensure that there are clear, shared expectations about the presentation of work.</p> <p>Provide displays of pupils' work which shows work-in-progress as well as finished product.</p> <p>Celebrating what the pupils do well in their work.</p>	<p>Displays and models which reflect the expected standards</p> <p>Steps to Success are visible throughout the lesson for children to self and peer assess</p> <p>All handwriting in line with presentation policy, which is also displayed on the front cover of all pupils' books.</p> <p>Use percussive fk font for displays in KS2 and Comic Sans in KS1.</p> <p>Highlight the successes in pupils work.</p>
Involving pupils in peer- and self-assessment	<p>Give pupils clear opportunities to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus.</p>	<p>Explicit teaching of the skills needed for productive self and peer assessment</p>

	<p>Encourage pupils to work/discuss together, focusing on how to improve.</p> <p>Ask pupils to explain the steps in their thinking. 'How did you get that answer?' for example.</p> <p>Give time for pupils to reflect on their learning.</p> <p>Identify with pupils the next steps in learning.</p>	<p>Peer assessment takes place at least once a week in both Literacy and Maths at least once a week.</p> <p>Full sentence responses across all subjects</p> <p>Use scanned examples on IWB- using the iPad.</p> <p>Partner Talk where pupils have the opportunity to think pair and share. Evidence of GPQ in books at least twice a week in KS1 and daily in KS2.</p>
<p>Providing feedback which leads to pupils recognising their next steps and how to take them</p>	<p>Value oral as well as written feedback.</p> <p>Ensure feedback is constructive rather than positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it.</p> <p>Identify the next steps for individuals and groups as appropriate.</p>	<p>MARKING POLICY</p> <p>Constructive teachers' comments in blue pen with clear next steps.</p>
<p>Promoting confidence that every pupil can improve</p>	<p>Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem.</p> <p>Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.</p>	<p>Celebrate "clever mistakes."</p> <p>Teacher and pupil modelling</p> <p>Group Targets displayed in classrooms</p> <p>Weekly Celebration assembly</p> <p>Open mornings for parents (Termly)</p>
<p>Involving both teacher and pupil in reviewing and reflecting on assessment information</p>	<p>Reflect with pupils on their work, e.g. through a storyboard of steps taken during an investigation.</p> <p>Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer).</p>	

	<p>Provide time for pupils to reflect on what they have learned and understood, and to identify where they still have difficulties.</p> <p>Adjust planning; evaluate the effectiveness of task, resources, etc. as a result of the assessment.</p>	
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Termly strategies:

AT LEAST Termly	Effective practice would include	NON-NEGOTIABLES AND SUGGESTED RESOURCES
Monitoring of books	<ul style="list-style-type: none"> • Provide time for all staff to review progress, coverage and marking and feedback in books. Middle leaders/phase leaders hold the overview of this task • Senior leaders quality assuring the strengths and weaknesses identified by staff following their own reflection • During learning walks/lesson observations senior leaders and middle leaders review books and interview pupils about their learning and steps to improve 	<p>Shared moderation materials.</p> <p>Shared moderation meetings with teachers</p> <p>Phase group moderations at the leader of learning</p> <p>The whole school, cluster moderation of literacy and Maths.</p>
Moderation across year groups and phases of learning	<ul style="list-style-type: none"> • Provide time for regular moderation of work linked to the National Curriculum • Provide time for EYFS/KS1 staff to moderate progress • Provide time for KS1/KS2 staff to moderate learning • Provide time for KS2/KS3 staff to moderate learning 	
Formal testing	<ul style="list-style-type: none"> • During termly assessment week, we use a range of commercially produced materials (NFER, Pearsons, Rising Stars, Puma, Testbase) to undertake a snapshot view of pupil attainment. This snapshot should confirm teachers' judgements made by the gathering of evidence 	<ul style="list-style-type: none"> • To be carried out on a termly basis. • Set way of recording scores and past papers sat.
Pupil progress meetings	<ul style="list-style-type: none"> • Time provided for senior leaders and teachers to review the progress of learning. Progress meetings are not a 	<ul style="list-style-type: none"> • Set criteria for what is needed every time.

	<p>static termly review cycle and are activated in response to monitoring activities and dialogue.</p> <ul style="list-style-type: none"> • To identify groups of pupils working at expected, above expected or working below expected • To use data to inform teaching and learning • Review the provision map for pupils working below expected 	<ul style="list-style-type: none"> • Class and Group (PPG, Gender, Ethnicity) Data
Parent Evenings	<ul style="list-style-type: none"> • Overall assessment outcomes are shared with parents/carers on a termly basis 	<ul style="list-style-type: none"> • All parents are met with (if parent not willing – inform SMT for next steps) • Inform parent whether the child is working at, below or at greater depth. • Provide personalised next steps/opportunities for home learning
Yearly reports	<ul style="list-style-type: none"> • Reports summarise the achievements of pupils during the year. • Parents/carers respond to comments 	<ul style="list-style-type: none"> • Achievement report based on National standards for end of year

HOW ASSESSMENT OUTCOMES ARE COLLECTED AND USED

At St. John of Jerusalem we use an assessment tracking system to track our pupils' progress. Assessment is an ongoing process, using a variety of sources, for example, verbal or written feedback to children.

- For Reading, Writing, Maths and Science, end of year objectives are used by children and teachers to track progress. Whole class summary sheets are held by teachers and used as a mark book to track children's progress against objectives. The expectations for the year group are listed, with the pupil names at the top.
- As the pupils demonstrate a skill once the teacher enters one tick, further demonstrations will score two ticks, and once the teacher feels that the element is secure, it will take three ticks.
- Teachers can choose to note these scores in a written form, updating the document termly, or electronically update them continuously throughout the term. The Itrack assessment system will calculate each pupil's progress over that year group as a percentage of the whole. Teachers moderate within year groups, within and across key stages to ensure consistency.
- Data walls summary of whole school data is shared with Governors who are responsible for ensuring effective pupil progress.
- Once a child has scored 100% they will be considered to secure for that year. After this time they will be expected to demonstrate 'working at greater depth. Even if they

begin to demonstrate further skills, they will not be graded in the following year's objectives until they are in that year group.

- As well as the formal half termly Pupil Progress meetings, PPM are now also activated in response to monitoring activities and dialogue and is used to review how well children are progressing against the objectives set, to identify objectives that need to be reinforced and to identify children who are not progressing as well as they should.
- Results inform teaching for the next half term: underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. a different intervention, referral to SENCO or Speech and Language professionals.
- The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEN register.
- The assessment leader (Deputy Head) analyses data summaries to check the progress of each class and year group against targets set and to check how vulnerable groups are performing. This information is discussed with teaching teams at the termly or triggered Pupil Progress meetings.
- Information is shared and discussed with the Senior Leadership Team, the Wider Leadership Team (which includes phase leaders and English, Maths, Computing and Science leaders) and Curriculum sub-committee governors. At key stage meetings, staff are updated on headlines of children's progress.

Reporting to Parents

- Information on how each child is achieving against the curriculum is discussed with parents at the autumn and Spring Parents' Evenings and through the end of year reports in the summer term. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year.
- Information may also be used in SEN Support Plan reviews, PEP reviews and Annual Reviews for children with Statements of SEN or EHCPs.
- EYFS teachers assess children using the school's baseline assessment.
- Phonics screening results, KS1 results and Writing and Science at KS2 will continue to be reported to the government.
- KS2 Reading, Maths and GPS will follow the new assessment guidelines from the NCA.

Feedback to pupils

- Feedback to pupils is the most important part of the assessment, and it is essential for children to make effective progress.
- Children need to understand what is expected of them, when they are achieving well and how they can improve their performance.
- Pupils are also encouraged to comment on their work and that of their peers and make suggestions for the next steps in their learning.
- The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson. For information about written feedback, please see the Marking Policy.

Target Setting

Targets are set for individual pupils across the school. These are for English and Maths. Targets need to be:

Specific
Measurable
Achievable
Realistic
Time-related
Evaluated
Reviewed

Assessment of Foundation Subjects

There will be three levels of expectation for achievement in the foundation subjects. Teachers will establish these at the start of each topic, ensuring that over the year the class cover all of the expectations for that year. Pupils will be recorded as working at, working towards or working at greater depth.

Ensuring teachers can conduct assessment competently and confidently

Assessment is discussed regularly at staff meetings, Middle Leaders and Senior Leadership meetings. Principles and the rationale behind the new assessment system are discussed at Key Stage and Pupil Progress meetings. Staff work together to moderate work, with more senior staff guiding new and less experienced teachers. Staff attend local authority training and cross moderate with other schools in the cluster and LA. The implementation of the marking policy is discussed regularly, along with the importance of response marking. As so much has changed in 'Life after Levels', all staff are aware of the importance of making assessment meaningful.

Roles and Responsibilities

Assessment Leader: René Africa

- Update the policy in the light of DFE advice and requirements
- Lead the development of assessment policy
- Organise staff training ensuring the development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Development Plan
- Liaise with subject coordinators and class teachers
- Organise access arrangements for National Assessments
- Assist Head teacher with setting challenging whole school targets

Subject Co-ordinators

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny
- Be the contact person for their subject for the LA
- Analyse KS1 and KS2 SATs results and tracking information in their subjects
- Advise staff on outcomes of the assessment

Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups (at least half-termly)
- Make formal, **moderated** assessments ½ termly
- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y2 and Y6, administer SATs
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work, so they know how to make progress

Senior Management Team /Phase Leaders

- Monitor assessment practices, including marking and strategies used in lessons
- Interrogate analysis of data
- Carry out Progress Meetings with each year group half termly or when activated by monitoring or discussions

INCLUSION MANAGER

- Co-ordinates the identification and assessment of children with SEND
- Monitors effectiveness of interventions
- Leads interventions where professional teaching skills are necessary
- Liaises with LA and stays up to date with available intervention schemes
- Co-ordinates TA interventions
- Monitors effectiveness of interventions
- Meets regularly with TA's to ensure the smooth running of interventions

Moderation of policy

The Head teacher is responsible for monitoring the implementation of this policy. The SLT and Governors use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy.

GLOSSARY

Formative assessment- is a variety of ways teachers use to evaluate the children's understanding, learning needs and progress during lessons.

Summative assessment – testing that takes place at the end of a unit, term or school

SPaG – Spelling, Punctuation and Grammar

Metacognition- awareness and understanding of one's own thought processes

Mini-Plenary - Points during the lesson where the teacher assesses the children understanding and clears any misconception.

Steps to Success/ Success Criteria- A clear list explaining the process needed to achieve the Learning Intention