



**Avenue Junior School**

**Assessment Policy**

**2016 - 2018**

## **Avenue Junior School Assessment Policy**

### **Purpose**

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. It will set out the rationale and practical application of assessment at Avenue Junior School and will ensure that assessment practice in school adheres to the DFE Assessment Principles 2014 (Appendix 1) and the Avenue Junior School Vision and Values.

This policy works alongside the School's Curriculum Statement.

**Status:** Statutory

### **Who/what was consulted**

This policy was written by Mike Hooper in consultation with Debbie Dismore and the staff of Avenue Junior School in line with guidance from the DfE and with reference to the following policies:

Marking and Feedback Policy

Avenue Junior School Curriculum Statement

SEND Policy (SEND Information Report)

The Assessment Coordinator (Mike Hooper) is responsible for ensuring that the Assessment Policy is followed by all stakeholders across the school under the direction of the Headteacher.

### **The purpose of assessment**

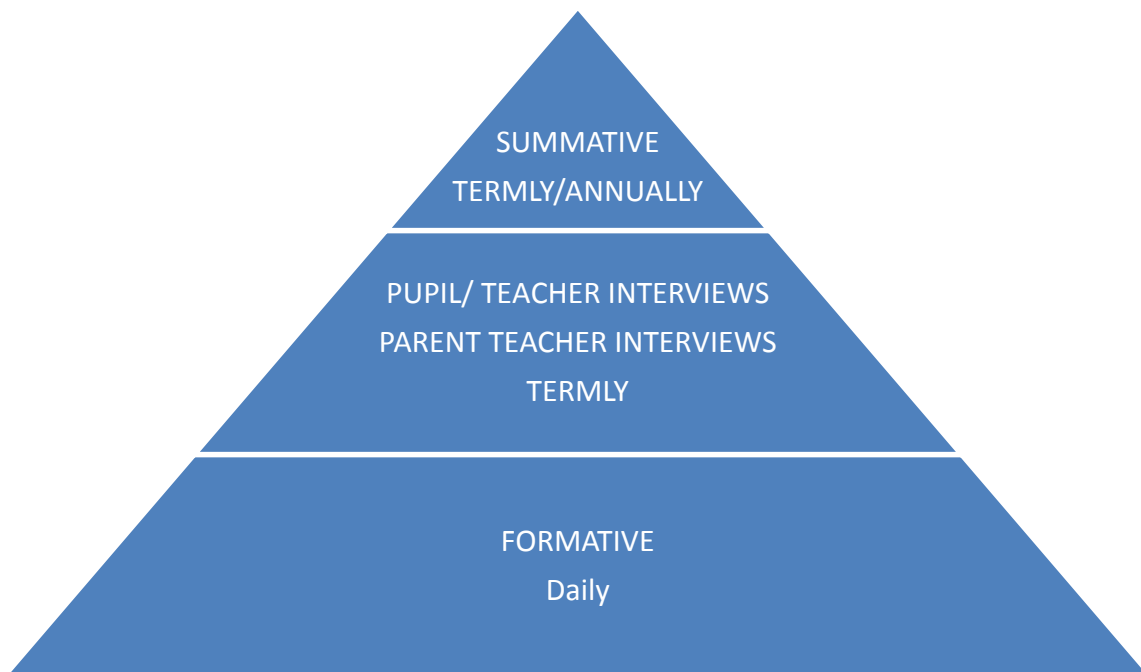
We assess so that:

- Teachers can assess what children know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all children.
- We can identify children who are falling behind and therefore plan support to address their needs.
- We can identify children exceeding their age related expectations and therefore plan work to extend them further.
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.

## Assessment at Avenues

Assessment at Avenues follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. If children are bored and disengaged, they will not demonstrate what they know, understand and can do in their work. Assessment should not seek to label children's achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning.

The following diagram demonstrates the regularity and is an illustration of the proportionate role different forms of assessment take in school.



In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age as set out in the Primary Curriculum 2014. This is organised into yearly age related expectations on Herts for Learning grids; information about the grids can be found in Appendix 2.

**The vast majority of our assessment is formative** on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking and Feedback policy (Appendix 3). At Avenues, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.

**Pupil progress interviews between teachers and their pupils happen once each term (more frequently for vulnerable children with SLT members).** The purpose of these meetings is to discuss learning with the children and to establish how they feel they are doing in relation to their learning. It also provides an opportunity for the

teachers to give some face-to-face advice to the children about their learning based upon their progress so far.

**Pupil progress meetings between class teachers and members of the Senior Leadership Team happen once each term (half termly for vulnerable pupils).**

These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age related expectations are discussed and extension work put in place as appropriate.

**Summative** decisions are made about children's achievement at the end of each term and annually. These decisions are based upon bodies of the children's work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time. The school uses a range of summative tools as detailed in the Assessment Timetable (Appendix 4). Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across year groups and also with other schools to help ensure that our assessment decisions are always objective and accurate.

**Communicating with Parents about Learning and Assessment**

Parents are given a short report at the end of the Autumn and Spring terms as well as a more in-depth report at the end of the Summer term. In each report, children's learning is described according to how securely they have learned the curriculum for their age so far that year. There is also a target given for Reading, Writing and Maths. In the summer term, more information is given which details the children's achievements in all curriculum areas.

Parents are also kept up to date with their children's progress during open afternoons and consultation evenings where children's work, achievements and next steps are discussed. Children are invited to attend these meetings.

**Hertfordshire Grids for Learning**

In order to ensure that our assessment system is rigorous and consistent across the school we use a system devised by Hertfordshire County Council called Herts Grids for Learning. This provides assessment grids containing the learning content for Reading, Writing and Maths for each year group.

Children's performance is measured against the learning grids for their age, and judgements made based upon how securely they have learned the content given on the grids.

Each year's grid has steps that describe how secure the pupils are with their age related expectations. These steps are described as follows:

Entering	Developing	Securing	Mastering
evidence of a <b>few</b> aspects of the criteria – up to about 25% of the criteria (may be occasional but not yet frequent)	Secure in <b>many</b> aspects of the criteria – up to about 60%	Secure in <b>most</b> of the criteria – more than 60% and up to about 80%	Secure in <b>all, or almost all</b> , of the criteria (and most likely showing 'glimmers' of the next year's criteria)

Further information on the Herts for Learning Assessment System is located in Appendix 2.

### **Children working outside of their Age Related Expectations**

Some children may be significantly below their age related expectations because of their SEND. For such pupils it is important to assess their learning using a wider range of tools. This may be different for every child but could include assessment information regarding their spelling or reading age. Herts grids can also be used to determine at which chronological point in the curriculum the children are working at. As with all children, pupils with SEND should be set targets that reflect their individual needs. They have a Learning Passport which details specific targets for them to work towards. Any assessment of their progress should take account of achievement against their Learning Passport targets. Children with SEND can also be assessed in regard to their progress within particular learning interventions that take place across the school such as Catch Up for Maths and Reading.

### **The Role of the Governors**

Governors have a crucial role in ensuring the school has accurate assessment information for all children. Although Governors will not know individual children's results, it is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children.

The school will provide thorough and accurate reports and analysis on the performance of children against national expectations at the end of Key Stage 2 and the school must provide robust action plans following each year's results.

Governors will provide challenge for the school and will meet regularly with subject leads to review progress.

### **Monitoring the Policy**

This policy is designed to ensure that children's needs are reflected in planning and teaching across the school and that whole school improvement is effective. The policy will be reviewed every two years or sooner in light of changes from the DfE.

Appendix 1: DfE Assessment Principles

Appendix 2: Herts information

Appendix 3: Marking and Feedback Policy

Appendix 4: Assessment timetable



