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# **Avenue Junior School**

## **Assessment Policy**

**2019 - 2021**

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### **Purpose**

The purpose of assessment as set out in this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. The policy sets 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.

**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 Policies

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**

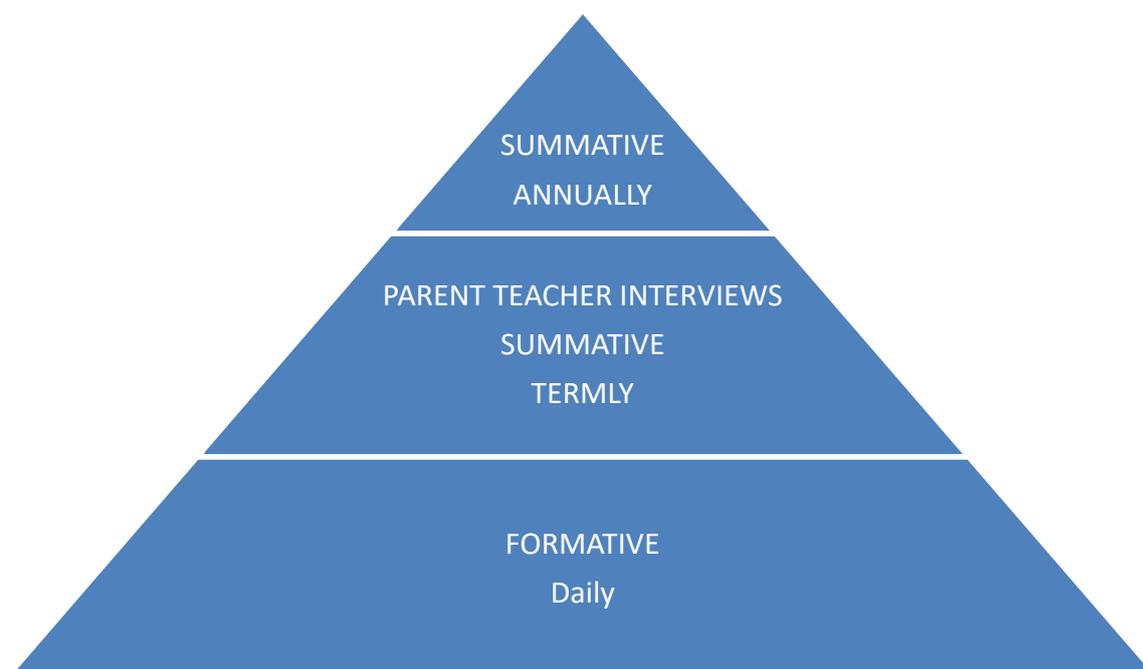
We assess so that:

- 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 in danger of falling behind and therefore plan support to address their needs.
- We can identify children working at greater depth 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 different forms and regularity of assessment and is an illustration of the proportionate role various types 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. At Avenue Junior, we organise the curriculum into yearly age related expectations for each subject.

**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. Feedback can take many forms but should be carried out in line with the Marking and Feedback Policies in school. At Avenues, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.

**Pupil progress meetings between class teachers and members of the Senior Leadership Team occur once each term (more frequently for vulnerable pupils).** These meetings are to establish summative information about how the children are performing in relation to their age related expectations in Reading,

Writing and Maths 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 identified and discussed to decide how these children might be supported to ensure that we accelerate their learning. Likewise, children that are working at greater depth are also 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 NFER tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time. The school uses a range of assessment tools as detailed in the Assessment Timetable (Appendix 2). Whole-school assessments take place to ensure consistency of assessment across the school. They are in the form of NFER standardised tests which allow children's achievements and progress to be measured. The purpose of this is to indicate the levels of success children are achieving, whether this is in line with other children nationally, and to highlight children at risk of falling short of their potential. 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.

Summative judgements identify children as 'working towards', 'working at' or 'working at greater depth'.

### **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. 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.

### **Subject Specific Assessment**

**NFER Tests** are completed on a termly basis and provide a standardised score for each child. These tests are taken termly and help to track progress over time as well as giving an attainment 'snapshot'. NFER tests are used to track progress in Maths and Reading.

**For Writing**, End of Year expectations are used in conjunction with teachers' experiences and moderation to judge children's attainment and identify whether children are on track to meet those expectations or, indeed, to exceed them by working at greater depth.

**Non-Core Subjects** are assessed using age related expectations for each subject in each year group. The Age related expectations for each subject have been derived by subject leaders who have set out the content of the Primary Curriculum and arranged how this will be implemented across the school. These expectations are used to set out the knowledge and skills children should attain in descriptors under the headings of 'working towards', 'working at' or 'working at greater depth'. On a termly basis, teachers decide which descriptor children are on track to meet. Teachers use this information to inform their own teaching and planning and subject leaders analyse this information and use it to identify strengths and areas to develop in their subject across the school. This information informs the content of subject leaders' action plans. In turn, subject leaders and class teachers use the assessment information to ensure children keep up with the demands of the curriculum and are stretched.

On an annual basis, subject leaders produce a summative report about their subject, identifying attainment standards, areas of success and areas to develop over the coming year. The attainment information is also discussed with governors and school leaders who use this to monitor progress.

## **Year 6**

In Year 6, pupils sit externally set tests called SATs in Reading, SPAG and Maths. Teachers are also required to provide a Teacher Assessment for children's Writing and Science. This data is used externally and is published information to help identify how well the school is performing.

## **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. Age Related Expectations for different subjects 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.

There is a wide variety of assessment tools used by the SENDco to identify particular areas of support needed by children with additional needs. These tools are wide ranging and can help to identify issues from visual stress to those children needing targeted support with specific areas of the curriculum.

External assessments are sometimes commissioned by the school where professional support is needed, for example, in the form of an Educational Psychologist.

### **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 on a termly basis on the 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: Assessment timetable

## Appendix 1

Published: April 2014

# Assessment Principles

As part of the 2013 Primary Assessment and Accountability consultation, we consulted on a set of core principles to underpin effective assessment systems within schools. Following feedback from the consultation responses, these principles were further developed by an independent Expert Panel.

The principles are designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment.

Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

Effective assessment systems:

### **Give reliable information to parents about how their child, and their child's school, is performing**

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate 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.

### **Help drive improvement for pupils and teachers**

- a. Are closely linked to improving the quality of teaching.
- b. Ensure feedback to pupils 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.

### **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, international best practice.

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Appendix 2

Assessment timetable

|                                   | Autumn 1  | Autumn 2   | Spring 1                             | Spring 2   | Summer 1                             | Summer 2   |
|-----------------------------------|---|--|--------------------------------------|--|--------------------------------------|--|
| Summative                         |   | NFER – SPAG, Maths and Reading as well as Writing Teacher Assessment |                                      | NFER – SPAG, Maths and Reading as well as Writing Teacher Assessment |                                      | NFER – SPAG, Maths and Reading as well as Writing Teacher Assessment |
| Information shared with parents   |   | Consultation Evening and mini report                                 |                                      |  | Consultation Evening and mini report | Full report including KS2 SATs results for Year 6 pupils             |
| Information reported to governors | KS2 SATs and in year attainment and progress data | Published KS2 attainment and progress data                           | In year attainment and progress data |  | In year attainment and progress data | Short review of SATs results – initial analysis                      |

