

ST. JOHN'S CATHOLIC JUNIOR SCHOOL

ASSESSMENT POLICY

January 2018



Section One: Principles and Rationale

At St John's RC Junior School we put the learner at the heart of the assessment process in order to build a well-rounded profile of their achievements, highlighting their strengths and areas for improvement. We believe assessment is integral to teaching and learning as it is a tool to inform future learning, support curriculum planning and development as well as tailoring specific Waves of intervention to support all learners.

Assessment at St John's RC Junior School is the means by which pupil progress is monitored and tracked and as such it will include reliable judgements about how learners are progressing in relation to National Standards and expectations.

We believe that assessment in our school should:

- Provide information that is purposeful, reliable and relevant to children, parents and staff.
- Be focused on learning.
- Actively involve children and motivate them in their learning.
- Ensure that we can monitor every child's progress, to guarantee achievement for all. Our aim is to ensure that there is no discrimination or patterns of unfairness in children's attainment and achievement.
- Celebrate progress and achievement.
- Inform our learning and teaching.
- Help us to set targets and ways forward.
- Be benchmarked against national indicators and moderated with the support of local schools and the local authority.

Assessment

This is the process by which staff, children and parents evaluate children's learning. Sometimes this can be measured and reported against age related expectations.

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their knowledge, skills and understanding in order for them to achieve their maximum potential.

By assessing pupils at St John's RC Junior School accurately and consistently we can:

- Build a clear picture of their skills, knowledge, understanding and approaches to learning in all areas of the curriculum.
- Identify key strengths and barriers to learning
- Tailor a curriculum personalised to their learning needs
- Identify next steps in learning to ensure progression
- Track pupil progress against targets and National Expectations
- Evaluate the progress a pupil has made over time
- Target additional intervention to support the learner where appropriate
- Identify, celebrate and share achievement

However, children's' progress is not always linear therefore it is important for teachers to use their professional judgement in analysing the outcomes of any assessment.

Feedback

Feedback is central to how we develop teaching and learning at St John's Catholic Juniors. It can be delivered orally or in writing. It can be delivered before, during and after a lesson. What is important is that it informs children about their progress and helps them to understand their learning better and improve. We work hard to develop high quality feedback principles that are focused on children having the opportunity to respond to their feedback. (See Appendix 1)

Marking

Marking is a form of feedback. It is the formal written comments or markings made in children's books about their work. Marking is part of our feedback strategy. It can be done by the class teacher or teaching assistant or on occasions by children themselves or their peers. Marking should be purposeful. We expect every piece of work to be acknowledged but not all pieces of work will have detailed marking. This is not always necessary, manageable or the best way to provide feedback. (See Appendix 1)

Section Two: Understanding Assessment.

Formative Assessment

This gives an informed view of our children's progress. It helps us form a judgement about a child's progress and achievement. It is also underpinned by several other key principles;

1. Assessment should provide a clear indication of what a child has achieved and what progress they have made. This can be through discussion, questioning and observation, as well as through written work.
2. Assessment should indicate the next step forward in learning and should inform teaching, planning and use of resources.
3. Assessment should be regular and informative. In our school this can be delivered orally, through marking and feedback or through a focused assessment task.
4. Every child should be actively aware of their achievement, their progress and the next steps in their learning. This can be developed through models of self-assessment and peer assessment.

The evidence proves that effective use of formative assessment has a significant impact on children's learning.

Summative Assessment

We use regular assessments and a regular assessments. It helps us answer questions such as:

- How are our children performing against age related expectations and national trends?
- Can our children apply their learning to different questions and contexts for learning?

This gives teachers, children and parents a 'snapshot' of children's attainment. It is used to measure or compare attainment. It can provide reliable information over time and is comparable.

Section Three: Measuring Performance

Throughout primary education children's learning is assessed. Sometimes that is part of national testing. The majority of assessment is class based with the teacher using a range of formative and summative assessment techniques to inform their judgement on a child's learning and achievement.

At St John's Catholic Juniors, we have mirrored the expectations of the national curriculum and will report whether pupils are:

- working below age related expectations
- working towards age related expectations
- at age related expectations
- or at greater depth

If a child is working significantly below age related expectations we will ensure that this information is shared with parents.

Establishing starting points in Year 3

St John's Infants School feeds directly into St John's Juniors. School has a range of transition activities and strategies to ensure smooth transfer from Key Stage 1 to Key Stage 2. School liaises and moderates with St John's Catholic Infants School and a cluster of other Catholic Schools to moderate work, teaching and learning.

To establish accurate starting points, school uses information from Key Stage 1 SATs, teacher assessment and NFER Baseline testing

Making an Informed Judgement

Our assessment processes should enable us to provide an informed analysis about our children's attainment. Moreover, it should ensure that we can monitor every child's progress, to guarantee achievement for all.

A formative judgement should not be reliant on a test. It should be developed through an analysis of children's independent work. We will compare this against focused assessment tasks including testing to ensure that we have a complete picture of children's learning.

Assessments are ongoing and recorded on 'Balance' Assessment, monitoring and planning tool.

Other assessments resources supporting our judgements include:

NFERs (termly Y3 Y4 Y5)

Rising Stars SPAG half termly tests (Y3-Y6)

Testbase (Y3-6)

Vernon Spelling (Y3-Y6)

Salford Reading (Y3-6)

We fully accept that we have to ensure that children are able to perform in national tests and understand the responsibility and accountability associated with national tests and assessment procedures.

This data is shared with parents at parents' evenings and in end of year reports.

- Autumn Term parents' evening
- Spring Term parents' evening
- Summer Term Parents' open afternoon and End of Year Annual report

Parents/carers can request information about their child's progress at any point during the school year.

Information is collected throughout the year.

Core Subjects	Reading Writing Vocabulary, Grammar and Punctuation Mathematics Spoken Language	Assessment is continuous in these subjects. Information about progress and attainment is recorded regularly on 'Balance' Spelling and Grammar results are collected at half term points.
Key Subjects	Computing Science PE RE	Assessment is continuous in these subjects. Information is collected termly by subject leaders and measured against Age Related Expectations
Humanities, Art and Foreign Languages.	History Geography Art and Design Design Technology Music PSHE Modern Foreign Languages	Assessment is continuous in these subjects. Class teachers measure progress against Age Related Expectations Assessment and recording is a key area for development in 2018-19

Moderating and Reviewing Our Assessment Judgements

It is essential that our assessment processes are accurate and rigorous.

We should be sharing reliable and accurate information with children, parents and colleagues. High quality assessment should also be identifying gaps in learning that teachers and other staff can address to give children the best possible support.

To ensure that our assessment data is accurate, we have developed the following processes.

1. **Training and Moderation**. Staff have received training on age related expectations.

Time is planned for regular moderation in the core subjects (to ensure understanding and consistency) within:

- year groups
- band meetings
- Key Stage 1 and 2 (St Johns Infant School and St John's Junior School)
- Catholic Cluster groups (5 schools)
- Local Authority (Year 6)

Each class teacher monitors progress and analyses data to identify gaps in learning, and the progress of all pupils and groups.

- 2. Moderation by Subject Leaders.** Standards are moderated termly in all core subject areas by senior members of staff. This involves whole class book and data reviews with detailed feedback given to staff on moderation findings. Feedback is provided for individual teachers and across the whole school. Detailed discussions also take place as part of pupil progress reviews and performance management reviews.

Moderation with Local Schools

Focused school to school reviews for subject areas also take place regularly. This involves senior members of staff from cluster schools working together to review best practice in core and key subject areas. Detailed whole school feedback is shared with staff and governors.

- 3. Statutory Moderation**

Our school is subject to local authority moderation of standards in Key Stage Two writing. Moderation is undertaken by local authority officers with staff from St John's Junior School. All feedback is shared with staff and governors. If necessary, data judgements are changed.

Reporting to Parents and Carers

Parents should have access to information on National testing. From 2016, the government stated that children will receive a scaled score for national tests. With 100 being the national standard. Scores above or below this would indicate how their child is performing. For example:

- 84 (Significantly below age related expectations)
- 97 (Just below age related expectations)
- 102 (broadly at age related expectations)
- 113 (significantly above age related expectations)

Termly NFER Standardised Scores will be used in establishing accurate starting points and in measuring progress and attainment alongside teacher assessments.

Section 4: Feedback and Marking (See Appendix 1)

Feedback

Feedback is central to how we develop teaching and learning at St John's Juniors. We use learning learning powers and 4Rs (resilience, reflectiveness, resourcefulness and reciprocity). Feedback is delivered orally or in writing to help them to understand their learning better and improve.

Time is given in lessons to give children the opportunity to respond to their feedback.

Feedback is ongoing and as immediate as possible. Children should be actively engaged in feedback and responding to that feedback during or after that lesson.

Children should be encouraged to proof read, review and check their work before receiving feedback from staff. This is supported by peer coaching in Writing.

In Maths feedback should check understanding and encourage children's reasoning, thinking and explaining

Our marking policy details how written feedback can be delivered (see appendix 1).

Questioning

High quality questioning is used to encourage children to think deeply, make connections and reflect is central to the success of feedback. It is pivotal in promoting understanding and retention.

We will develop this through:

- Allowing children time to think before they respond.
- Everybody should take part.
- Ensuring that children are active in questioning through notation, note taking, responding in discussion etc.
- Using talking partners and mini groups to promote high quality discussion on success criteria, reflection, peer assessment etc.
- Practitioners asking and promoting the use of open ended more challenging questions for assessment.
- Modelling and promoting attentive listening. Not interrupting, note taking, allowing time to respond etc.

Interventions

Through a range of assessment procedures and half termly **Pupil Progress Meetings** we are able to provide effective interventions.

- High quality teaching through small group teaching.
- Planning and Assessment for interventions such as Orret's Meadow Literacy and Numeracy, First Class at Number, First Class at Writing and SRP are based on highly-personalised learning with individual children. These are delivered by trained teaching Assistants and monitored by a specialist teacher.
- If sessions are delivered by teaching assistants they may mark the work for accuracy. Teaching Assistants should always mark books using the school's marking code in the sessions or lesson.

Monitoring of progress on interventions is rigorous and robust, particularly for more vulnerable pupils, such as Pupil Premium and SEND and SEN support.

Special Educational Needs and Disabilities (SEND) and Assessment

For some children assessment and feedback will need to be adapted to ensure that they are supported with their SEND needs. This may mean that feedback is delivered orally, larger font used, additional support provided etc. so that assessment and feedback meets our children's learning needs. All reasonable adaptations will be made.

Some children may need to be assessed using p-scales, or other measurements (standardised scores and the Bell Curve for verbal and non-verbal reasoning) to ensure that their learning needs are fully understood and managed and reported to their parents and carers.

For national tests, some children may require additional time and support. Year 6 teachers and Our Special Educational Needs Co-ordinator will liaise with the head teacher to ensure that this is managed in the children's best interests, whilst following national guidance for SEND support stipulated by the School's Standards and Testing Agency (STA).

All learners' work will be seen and acknowledged by staff as soon as possible, within a timeframe that enables relevant response to the feedback. All work must be marked or feedback given.

Peer and Self-Assessment

Feedback is effective principles regarding self and peer assessment need to be built into the culture of learning in every classroom. Successful work relies on children being able to produce their best work by understanding the process that they are following and what their learning will look like if it is effective.

The involvement of children in assessment is not designed to replace the role of the teacher but enhance it.

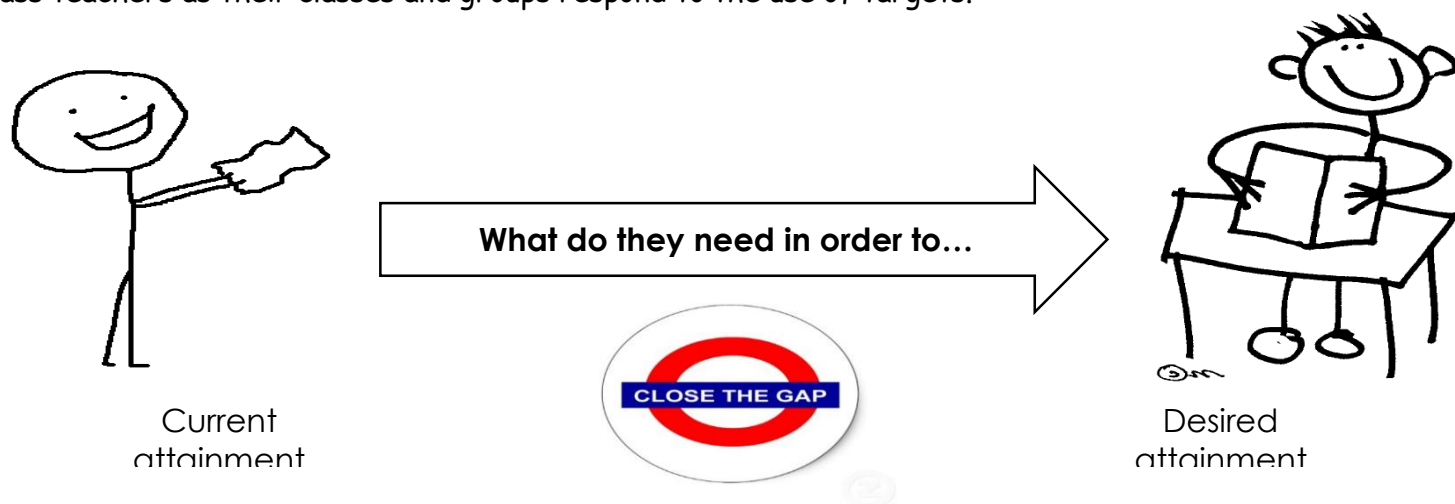
Ideas for promoting self and peer assessment include:

1. Children are actively encouraged to **undertake responsibility for their learning** as a matter of routine in their lessons by referring to:
 - Use of Success Criteria and children making their own success criteria
 - Proof reading and peer coaching guidance

Curriculum Target Setting

Target setting is used across the school to highlight key next steps in children's learning. Targets should be personalised and based on children's current learning and understanding. We use this to focus on key skills that will accelerate children's learning and understanding.

We have set clear expectations for how targets are used (see below). These will be applied progressively by class teachers as their classes and groups respond to the use of targets.



Mathematics Targets are focused on fluency, for example number bonds, times tables, age appropriate formal written methods.

Reading Targets are focused on basic skills and developing understanding and comprehension.

Writing targets are focused on essential skills concerned with grammar and punctuation, spelling and handwriting.

Appendix 1 Marking, Presentation and feedback

Marking is an essential part of teachers' professional responsibilities.

Presentation should always be of a high standard to instil pride and care of one's work.

Aims

- To involve the child fully in the marking and feedback process to ensure maximum progress.
- To outline approaches and methods of marking to ensure consistency through school.
- To promote lifelong learning aptitudes of resilience, reciprocity, reflectiveness and resourcefulness.

Why do we mark?

- To inform the child of what achievement has been made and what the next step for learning is.
- To deepen learning, understanding and review learning.
- As a diagnostic tool and to inform teacher planning to ensure maximum progress and meet learning needs.
- To recognise achievement, attainment, effort and progress.
- To offer praise and constructive comments to the children.
- To correct and direct the children.
- To develop quality through providing regular, systematic and clear feedback to children. This can be oral, written formal or informal feedback.
- To be accessible and understood by children.
- To motivate pupils by showing them that their work is valued.

How do we mark?

Teachers use a variety of marking strategies including the following:

- **Child and teacher together**

This is often regarded as the most desirable form of marking. **Together** they can reflect on the work done, assess its strengths and next steps in learning. This needs to be followed up using response pens.

- **Self Assessment**

This will encourage children to think about their own work in a constructive manner.

Examples are:-

1. Redrafting.
2. Self correcting

3. Evaluating

Marking of this nature should always be backed up by a teacher at some stage.

- **Peer marking**

Examples are:

Checking each other's work under the direction of the teacher eg. Look at and discuss strategies you have used to solve the problem. Discuss writing marking grid.

These should be co-operative tasks with both partners fully involved. This type of marking will be used selectively and, again, should be backed up by a teacher.

- **Detailed marking**

The teacher will provide effective written feedback. Pupils will respond appropriately to the feedback either as part of that lesson, or at the start of the next. Questions need to be open ended or applied to avoid *yes, no, ok, thank you* answers. Children may need support and guidance from all adults in the room.

Maths -

Prove that..... Write a short calculation or problem. Which was the most difficult and why? How did you know this? What would have helped you with this? What top tips would you give to someone to do this successfully? What strategy did you use?

Ticks are used to show work which is correct. A dot is used in Maths where there are errors. These need to be addressed in the marking.

English -

Redrafting **parts** of a written piece. Does it make sense? Redraft this section so it makes sense. Grammar - common mistakes like *they was* instead of *they were*, *could of* instead of *could have*, *I never* instead of *I didn't*. Look at correct tense, use of pronouns, unnecessary repetition, punctuation, contractions, apostrophes

What would a character's point of view be? Write a simile to describe how a character felt, what would they say? How did this poem make you feel?

The following symbols will be used, as appropriate, to annotate writing:

Spelling identified by writing **sp** at beginning of line with spelling error - children find and correct.

For less able children _____ word/part of word that is incorrect.

H = homophone mistake.

CL- capital

FS- full stop

2 Stars and a Wish.

Staff will indicate 2 things the child has done well and 1 area for improvement by using 2 stars and a wish in extended writing. *Children's wish needs to be taught, practised and applied to show progress.* All adults must help pupils recap on these and apply them in their writing. When this wish has been achieved this must be made explicit in their book eg. Target met!

- Promote Development of lifelong learning Aptitudes of resilience, reciprocity, reflectiveness and resourcefulness - BLP

How have you shown resilience?

Which part was difficult?

- **Reciprocity**

What helped you to be a good team member today (listening, co-operating, taking turns, staying on task, talk for learning, being a good role model, imitating a good role model, empathising with others point of view).

How does paired working or working in a group help you today?

- **Reflection**

Make two comments that reflect on your learning today.

How did your plan help you today?

What would you do differently if you did this again?

Resourcefulness

What did you use to help you learn today? (working wall, equipment, others, internet, ICT)

What thinking helped you today?

(visualising, imagining, thinking hard, planning an order to your work, using what you know, reasoning, drawing on your experience-could be visit, drama, books you've read, interests you have).

- **Resilience**

What helped you not give up today?

What helps you concentrate and stay on task?

How have you shown resilience?

Which part was difficult?

Encourage comments like I was absorbed and wrapped in my learning, I was excited, I was challenged, interested in the topic, I blocked out distractions and focused in the zone.

- **Use of stickers**

Teachers will also use a range of stickers to reward and praise good work.

Book scrutiny

The Senior Management Team will systematically monitor children's work as indicated in the Monitoring and Evaluation programme.

It is inevitable that children make mistakes. This is an important element of learning and it is our role to be sensitive towards mistakes and mark them in an appropriate way.

We aim to ensure children become lifelong learners as well as working consistently to achieve the best they can.

Evaluations will be carried out by the Headteacher, Deputy Headteacher and Assistant Headteachers.

