



Assessment

Introduction

Assessment lies at the heart of the process of promoting children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' achievement to celebrate success and prevent underachievement.

At Southwater Junior Academy, assessment informs all aspects of planning and teaching to help to identify areas for development and monitor progress. O Track is the system used to ensure pupil tracking and target setting is effective and relevant.

Principles

These are the foundations that every member of our academy staff believes are at the heart of our approach to assessment: our assessment is clearly tied to its intended purpose.

Our assessment is:

- clearly linked to the purpose for which it is used, whether that is to inform teaching, as a summative tool for tracking, or to inform discussions with parents about what their child already knows and needs to do to progress.
- reliable and consistent: the criteria for judgments is clear to all, and the formative and summative processes are transparent.
- integral to the planning, teaching and learning process to ensuring that children have the opportunity to develop their skills and knowledge.
- designed to incorporate timely feedback to pupils, so that they are both fully involved in and understand how their learning should progress.

Aims and Objectives

All of our staff are clear about what our assessment sets out to achieve.

Our assessments are used to:

- allow pupils to show what they know and understand, what they can do in their work, and to help them recognise their goals and the steps to achieve them.
- gather information about the performance of individual pupils, groups and classes, which is used to set targets at different levels.
- provide information for planning and teaching, as well as interventions and individual learning programmes.
- review and evaluate curriculum provision regularly, and adjust where necessary.
- inform strategic planning, through the analysis of data obtained within school and from national standardised summative testing, in order to raise standards of achievement.

Approaches to assessment

Assessment for learning encompasses every opportunity that is used to find out what a child can do, in order to plan for the next steps in the learning process.

Formative assessments include:

- the day to day in-school formative assessment which can take many forms.
- close and careful questioning in lessons.
- marking of children's work and completing Distance Marking (DM) sheets in writing and maths.
- observations of children as they learn.
- quizzes and mini-whiteboard responses for a quick capture of understanding.

In-school summative assessments include:

- termly assessments in maths, reading and GPS using a mixture of externally and internally produced resources.
- half termly unaided writing tasks in autumn and spring, and at the end of the summer term.
- short end of topic or unit quizzes or tests.
- reviews for pupils with SEND.

Nationally standardised summative assessment

- National curriculum tests at the end of Key Stage 2 in maths, reading, and GPS

Roles and Responsibilities

The Academy will:

- evaluate pupils' learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons.
- adjust plans to meet the needs of the pupils.
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make.
- set individual, challenging targets in mathematics and English and discuss these with the pupils so that they are involved in the process.
- regularly share targets with parents to include them in supporting their child's learning.
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives.
- mark work and update Distance Marking sheets daily so that it is constructive and developmental in accordance with the marking policy.
- use 'Positive Marking' to mark spellings for children with a dyslexic-type profile
- incorporate both formative and summative assessment opportunities in medium and short term planning.
- pass on assessment data to the next class teacher so children can be tracked as they progress through the school.

The SLT will:

- produce an Assessment Policy in consultation with the staff and governors.
- review the policy regularly and amend as procedures evolve.
- provide training, support and guidance for assessment, and update staff when necessary.
- ensure that relevant assessments are available and update the assessment cycle when necessary.
- analyse data when appropriate and facilitate meetings about pupil progress and attainment.
- have due regard for specific groups of pupils and ensure that interventions are timely and effective.

The Headteacher will:

- report to governors regarding the policy, statutory test results and cohort targets.

Reporting

We will:

- hold two Parent consultation evenings in each academic year in order to report on achievement and share interim developmental targets.
- report progress towards targets to parents during the spring term consultation.
- co-produce Individual Learning Plans at the beginning of each term. Targets are set and a report on the review of the previous term’s targets discussed, with the parent, class teacher and the SENCo.
- provide a written report at the end of the academic year giving information about attainment and general progress, and celebrating achievements.
- report results of statutory assessments for Year 6 pupils.

Moderation & Monitoring

We will:

- moderate work through termly book audits termly in English and maths.
- moderate outcomes for individuals and groups across classes within year groups, across Lower and Upper Juniors and across the whole school to ensure consistency in approaches and judgements of outcomes.
- engage with Local Authority locality moderation to develop teacher assessment.
- analyse data from Otrack to track individual pupils, classes and cohorts.

Formal Assessment Cycle

Formal assessment is a systematic part of our school’s work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

1. Data from statutory assessments

- Key Stage 2 Assessments

2. Information from termly and end of year assessments

YEAR GROUP	BASELINE	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 3	KS1 Tests, SWST	Writing	Wr, Ma, GPS, R	Writing	Wr, Ma, GPS, R		Wr, Ma, GPS, R
Year 4		Writing	Wr, Ma, GPS, R	Writing	Wr, Ma, GPS, R		Wr, Ma, GPS, R
Year 5		Writing	Wr, Ma, GPS, R	Writing	Wr, Ma, GPS, R		Wr, Ma, GPS, R
Year 6		Writing	Wr, Ma, GPS, R	Writing	Wr, Ma, GPS, R		Wr, Ma, GPS, R

(Tests used include: Testbase, White Rose Maths Hub, QCA Past Papers)

- Baseline tests in Year 3
- Half termly unaided writing tasks tracked against identified key objectives
- Termly assessments in reading, GPS and maths - data input on Otrack.

3. Other regular assessments

- SWST (Single Word Spelling Test)

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them; the path of reaching those targets is determined through effective planning and classroom organisation.

Individual assessments are completed by the SENCo with children on the SEND Register, or who need much support in the classroom. Assessments follow a regular pattern through the year; however this is adjusted according to need.

We will:

- assess learning on a day to day basis, update DM sheets and adapt planning accordingly.
- follow the assessment cycle and update the data on a regular basis into OTrack.
- use information to identify percentages of children working within each stage to review progress and attainment.
- analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and talented, those with special educational needs and those in receipt of Pupil Premium Funding.
- share information with headteacher, assessment coordinator, SENCo and governors.
- work with colleagues to moderate maths and writing every term.
- analyse data at the end of academic year to track progress made by cohorts, groups of pupils and individuals.

Policy written March 2017

Policy to be reviewed March 2018



Appendix 1

Effective Feedback and Marking Policy

Rationale

Marking will provide constructive feedback to every pupil. It will focus on success and improvement needs matched against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aims

Marking and feedback should:

- Be given verbally as much as possible with the pupil present
- Be made throughout the lesson to reflect on learning
- Focus on the learning objective/success criteria/specific skills
- Let the child know how well they have achieved
- Let the child know what they need to do to improve and extend learning
- Let the child carry out improvement on the work or revisit the skills or apply their learning
- Take an ipsative approach (small targeted steps) within the context of marking towards the learning objective
- Respond to individual learning needs; there is an agreed code of marking
- Inform future planning
- Be accessible to all pupils
- Be used consistently throughout the academy
- Be seen by pupils as positive in improving their learning
- Highlight errors in calculation and GPS learning that can be corrected by the child

Implementation

Effective feedback and marking is a key tool in providing feedback to pupils' learning and forms part of formative assessment which is essential in improving and moving pupils forward towards desired learning outcomes.

SJA Assessment March 2017

A Distance Marking (DM) sheet is used by teachers each time they mark writing and maths. The aim of the sheet is for teachers to mark down which children need support / challenge in the next lesson. If a teacher or other adult works with a child in the next lesson, they draw a stick man in the margin and initial it. As we increasingly promote independence as children progress through the school, the expectation is that by Year 6, only the children with SEND will have these symbols on their books.

Other adults

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines above.

Supply teachers who carry out the work in the academy are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the welcome pack on arrival in the school.

Monitoring and evaluation

This will be an on going process

The success of the policy will be indicated in the impact it has on the children's learning.

Written comments

Comments should be brief and reflect the effort and quality of the work produced.

Also an acknowledgement on homework is sufficient.

In English marking should:

- Highlight secretarial errors made with grammar and punctuation
- Be positive and include a brief comment of acknowledgement
- Correct spellings that are appropriate for each child

In Maths:

- Acknowledge responses that are correct with a tick
- Identify questions for 'check and correct' (CC)

$$\begin{array}{r} 324 \\ 462 \\ \hline 896 \end{array}$$

Child goes back and corrects next to incorrect digit or writes out the calculation again (original answer is not rubbed out)

- Errors that reflect a lack of understanding will not necessarily be highlighted in books; however, these will be addressed with individuals, groups or the whole class in subsequent teaching.

In other subjects work needs to be acknowledged.

Other forms of feedback

If self evaluation/peer assessment strategies are used, children need to be trained in these methods and have clear success criteria. Visualisers can be a useful tool to demonstrate self and peer assessment.

EDITING MARKS

- ✓ Next to a high quality sentence, interesting word or good phrase
- ✓✓ Next to a fantastic sentence, word or phrase.
- Underline words that need to be checked/corrected e.g. teecher or grammatical error
- SP Spelling to be checked and corrected. Ticks may be given above each correct letter.
- // New paragraph (NP)
- O Incorrect punctuation or capital letter
- () Brackets around areas that need re- reading and clarification
- ^ Missing words