

Assessment Policy

Nothing we do to, or for our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence students for the rest of their lives... Race, Brown and Smith (2005)

Overview

Alexandra Park Junior School has in place effective strategies for assessment and record keeping providing a continuous record of learner's achievements and their progress. Assessment will be both formative as children learn and summative to evaluate the gains that have been made. It will be kept to the minimum necessary to be fit for its purpose. It will be the basis for passing on information from one stage to the next to make transition smooth. It will be used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports. Governors, Senior leaders, Teachers Parents and Learners will be involved in the assessment, record keeping and reporting strategy at appropriate points.

Objectives

- To chart the learner's progress and achievement throughout the school and to provide accurate information at points of transition.
- To assess a learner's development and progress in its work by recording his/her progress and achievements in knowledge, skills and understanding.
- To record learners' personal and social progress and achievements.
- To be the basis of feedback to learner's and to help them set individual targets for improvement.
- To ensure efficient and effective continuity and progression of learning across the school.
- To be the basis of clear and accurate reporting of progress and achievement to learners, parents and carers.
- To promote the greater involvement of learners and parents in assessment and the teaching and learning process.
- To assist in the diagnosis and identification of individual and special needs. To ensure common practice throughout the school and to assist in the smooth transition to other schools.
- To give the Headteacher and other leaders a clear picture of standards, progress and achievement within the school.

Strategies

Formative assessment

Also known as Assessment for learning provides information about our children's achievements which allows teaching and learning activities to be changed in response to needs of the learner and recognises the huge benefits that feedback can have on learning. (Bloxham and Boyd 2007:15) Teachers can assess children and intervene when necessary, thus offering opportunities

for the children to develop their own self assessment skills and therefore monitor themselves through being better able to recognise their on strengths and areas for development.

(For in school examples of formative assessment see appendix 1) **See Posters in class**

Summative Assessment

Also known as Assessment of Learning 'involves making judgements about children's summative achievements for purposes of selection and it also acts as focus for accountability and certification.' (Bloxham and Boyd 2007:15). It involves evaluating children's efforts at the end of a learning unit against a set of criteria and results in a final judgement. This links summative assessment to quality assurance processes and distinguishes above, at or below required performance.

(For in school examples of formative assessment see appendix 2)

Recording and Reporting Assessment Outcomes

Assessment data and information are collected only where necessary and reported in a way that is clear and of use to the intended audience. We only collect assessment data that informs and supports the educational outcomes for our children.

Teachers make professional judgements of pupil attainment against Key Performance Indicators (KPIs) - the big ideas that tell us whether a child understands and internalised what they have been taught.

Teachers are expected to know if pupils are on track to meet age-related expectations, whether children are where they should be, but are best placed to make such judgements through their professional knowledge without recourse to elaborate assessment, data generating and recording systems.

(For more detail about how our assessment system works - Simplified Guide see appendix 3)

Our approach aligns with Ofsted expectations:

Ofsted does not expect performance and pupil-tracking information to be presented in a particular format. Such information should be provided to inspectors in the format that the school would ordinarily use to monitor the progress of pupils in that school. (Ofsted inspections - Clarification for schools September 2018 No. 150066)

Target Tracker

We have to utilise effectively our assessment system Target Tracker and we use reports in a reliable and effective way to track and analyse the progress and attainment of our children. It is vital

that we have a robust, workable and informative assessment system that can demonstrate the positive impact of teaching learning and assessment on the progress of our children. This is used and understood by governors, senior leaders, middle leaders, teachers, teaching assistants and parents.

Reporting

Pupil Progress meetings are held 4 times a year with the Headteacher, assessment lead and SENCO. Teachers use their knowledge of each pupil based on lessons, work in books, discussions, tests and both formative and summative assessments to decide if a child is 'working at the expected standard' or 'working towards the expected standard.' Provision maps are prepared well in advance of the meeting so that time is well spent and effective interventions are put in place for children who are not yet reaching their full potential.

Termly progress reports are communicated with parents in termly parents meetings to inform parents of their child's attainments against the KPI's, behaviour for learning and attendance.

End of year reports are given to parents when they collect them from teachers to inform parents if their child has met age related expectations and these also report on effort, behaviour for learning and attendance. Children reflect on their progress too and their comments are written.

The assessment lead analyses the attainment and progress of all key groups within the school. Strengths and areas for development celebrated and identified. This data is shared with middle leaders, year groups and teachers to ensure continuity and to make sure actions are taken to address any areas of concern. Data is sent to the governing body well in advance of meetings so that they too can monitor and evaluate standards, progress and attainment.

The Headteacher is accountable to the Governing body for the implementation of the Feedback and assessment Policy and that it is up to date and more importantly 'Fit for Purpose!'

Moderation/Standardisation

Teachers undertake moderation and standardisation to ensure that judgements are in line with each other or with higher or lower year groups. Moderation is part of our CPD programme where all members of teaching staff (including SLT, Subject Leaders, Teachers and Teaching Assistants) will undertake moderation activities across the whole school to ensure that standards are being met and progression is visible from year to year. We also have close links with other primary schools for cross moderation purposes. Moderation is also carried out by external authorities in order to validate our baseline Teacher Assessments in Year 3 and Year 6 KS2 assessments.

Target Tracker also helps with our moderation as it provides exemplification for all mathematics and science and some of reading and writing. This is designed to help teachers judge where a child is working against the National Curriculum expectations.

Comparative assessment is an important part of our assessment process.

Feedback and Marking

Feedback is essential for children's learning as it provides them with the important information about their current performance and how to improve in the future.

'A dialogic process in which learners make sense of information from varied sources and use it to enhance the quality of their work or learning strategies.' Carless (2015, p192)

This definition helps us to think about feedback not in terms of the product but more of a process, a conversation, a dialogue between staff and children and vice versa. This means that feedback, especially formative, does not necessarily have to come from the teacher but can be generated by peers and also through self assessment.

Non-Negotiable's for Feedback and Marking

All marking should be meaningful, manageable and motivating.

*Due to the 2020 COVID 19 pandemic, the usual practice of feedback and marking may not always be appropriate to adhere to. There will be a higher prevalence of self and peer marking and verbal feedback from teachers and other adults to pupils. Staff will not be asked to mark children's work but they may do if they wish ensuring they wear gloves and maintain high standards of hygiene.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. **Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.**

- Misconceptions and mistakes are identified quickly and hints or questions support the children in their underlying misunderstanding. These are acted upon by the children in Purple Pen.
- Using clear success criteria, children working towards a small number of targets at any given time and at their level ensures higher performance. Targets are more effective if children have role in setting them.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

- Teachers are encouraged to think about opportunities of when to plan ahead for Formative and Summative opportunities. Understanding what forms of assessment are taking place within the lesson and how much the children are involved in this.
- Using additional adults in the classroom to support with feedback.
- Feedback and marking does not always have to come from the teacher. It can be generated by self assessment and peers.
- Ensuring time is given within the lesson for assessment purposes where feedback is acted upon by the children in Purple Pen.
- Morning sessions when school begins at 8.45am is also an opportunity for children to act on any feedback with their Purple Pen.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: **sometimes short, challenging comments or oral feedback are more effective.** If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

- Children's work should not go unacknowledged. TLC's are highlighted or hatched in pink to evidence success. This is then initialed at the side of the TLC by the adult who has assessed the children's work. Pink can also acknowledge other successes within the children's work.
- Green acknowledges targets or areas for development and this is then worked on in the future.
- Purple acknowledges that a child has listened to feedback and acted upon this by editing their work.
- Gold Star signals to the child that this is a particular piece of exceptional work and is showcased in Gold work assembly as recognition.

Our approach aligns with Ofsted expectations:

*Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders.*

Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

*Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.*

*While inspectors will consider how written and oral feedback is used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.*

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

Inclusion and Equal Opportunities

We aim to ensure that there are opportunities for all groups of pupils and disadvantaged pupils to complete appropriate assessment tasks free from stereotyped or biased expectations. Analysis of all groups of pupils will be monitored in order to inform teaching and learning.

Policy to be reviewed 2022

This policy was written by Mrs J.Seabright (Headteacher)

Approved by the Governing Body on



Alexandra Park Junior School

To Learn, Be Happy and Achieve Our Best

