



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL
“Realising the potential of every child within a caring, Christian community”

Assessment Policy

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sept 2015) and in line with the 'Purposes and Principles of Assessment without Levels'. (<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At St Thomas of Canterbury Church of England Junior School we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

Aims and Objectives

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- Planning is amended in order that teaching and learning meets the needs of all the children.
- Children know what they have done well and what they need to do to improve further (link with Marking Policy).
- The school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively, as well as monitoring of SEND and interventions.
- There is always clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes, including year on year trends.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports information and productive conversations with children and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- Whilst recognising that assessment forms a major part of our teachers' workload, we aim to achieve our assessment goals without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.
- A range of assessments are used including day to day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Principles of Assessment

Assessment should be incorporated systematically into teaching strategies in order to assess progress and understanding and diagnose areas for development, whether as an individual, group, class or whole school.

Assessment is only effective if there is regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND code of practice. However, we do analyse the progress of different groups in order to ensure that we meet individual and group needs.



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Assessment is at the heart of teaching and learning in our school. It provides evidence to guide teaching and learning and provides the opportunity for children to demonstrate and review their progress.

Assessment of children can take a variety of forms and be both formal and informal.

Types of Assessment

Formative – This is the ongoing, day to day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes and steps to success are shared with children and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative – Children in Key Stage 2 are assessed periodically and progress and attainment data is recorded on Target Tracker. Assessment materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of each half term (six times per year) and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National/Transitional – At key points through primary education, children are assessed against national expectations. These are:

- Baseline on entry to EYFS
- Year 1 Phonics Screening
- End of KS1 SATs (Year 2)
- End of KS2 SATs (Year 6)

An Inclusive Approach to Assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children’s special educational needs and any requirements for support and intervention.

Key Groups

All individuals and cohorts are tracked throughout the year and discussed in detail at Pupil Progress Meetings (PPM). Focus groups are:

- Pupil Premium (disadvantaged)
- Free School Meals (FSM)
- English as an Additional Language (EAL)
- Special Educational Needs (SEND)
- Black Minority Ethnic (BME)
- Looked After Children (CLA)

Method of Assessment

Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and children plan their next steps in learning. Ongoing teacher assessment is central to children making good progress.

- We use the outcomes of assessment to check and support our teaching standards and help us improve.



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- Through working with other schools (e.g. Lesson Study, Brentwood Collaborative Partnership) and using external tests and assessments, we will compare our performance with that of other schools both locally and nationally.
- We assess children against learning objectives and steps to success, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do.
- Assessment criteria are derived from the new National Curriculum 2014.
- The achievement of each child is assessed against all the relevant criteria for a subject at the end of each half term for reading, writing and mathematics. Owing to the nature of the curriculum all other subjects (including foundation subjects) are assessed against age related expectations at the end of the academic year. Each child is assessed according to the assessment criteria below.
- In order to accurately assess the foundation subjects each Subject Leader has produced a subject specific assessment criteria written to cover our curriculum structure and curriculum coverage. These clearly set out end of Year 4 and end of Year 6 expectations.
- For those children meeting the 'secure' standard before the end of the year, work will be provided at a more challenging level (mastery with greater depth) within the year group band.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school to make sure our assessments are fair, reliable and valid.
- Assessment for Learning (AfL) is used on a daily basis, along with observation and marking of children's work to provide formative assessment judgements.

Assessment Criteria

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure progress and attainment. With levels removed and the focus on securing progress for every pupil, we now have a new way of recording and measuring pupil attainment and progress. Children will now be assessed in year group 'bands', (Band 1 – Band 6) which will be divided into 'steps'. The steps are:

Below (b) → below+ (b+) → within (w) → within+ (w+) → secure (s) → secure+ (s+)

Our Use of Assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their children and classes.
- Teachers use this data to identify strengths and developments and plan the learning on a daily basis.
- Pupil Progress Meetings are held between teachers and senior leaders, who analyse the data across the school to ensure that children identified as vulnerable or at particular risk in the school are making appropriate progress and that all children are suitably challenged.
- The information from assessment is communicated to parents and children on a termly basis through a parental consultation and/or report.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.
- Whole school moderation and standardisation is undertaken termly for maths and writing. The school is subject to external moderation from the LA at any time.
- Governors have access to anonymised pupil data to support and challenge the school.

Pupil Progress Meetings

Sawyers Hall Lane, Brentwood, Essex CM15 9BX

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Headteacher: Mr D. M. Moran



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In the autumn and spring term each teacher will complete a Pupil Progress Meeting proforma/template. This will inform the discussion between the classteacher and Headteacher/Deputy Headteacher at the PPM. Progress and attainment is discussed about the class/set as a whole and about key groups. Discussions and agreed actions will be considered when allocating human resources (TAs) as well as deciding on intervention programmes and progress towards performance management objectives.

Targets and Target Setting

- End of year targets are set for individual children at the beginning of each year, for reading, writing and maths. Progress towards them is monitored through PPMs.
- Targets are set for all classes and cohorts for the end of the year in reading, writing and maths and used to support performance management targets.
- Targets for Year 6 reading, writing, maths and EGAP are set through use of Target Tracker input and analysis and shared with the LA (Standards and Excellence Commissioner) and the Governing Body.
- Targets are also set for vulnerable groups in Year 6, e.g. disadvantaged.

Training for Staff

After joining the school, all teachers will be provided with a copy of this policy and it will inform part of their induction process. In weekly professional development meetings and use of non-pupil days, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and analyse assessment data. In order to support staff, training in the use of Target Tracker school assessment information system will be given.

Continuing professional development may take various forms including the provision of direct face to face training. The Assessment Leader (Deputy Headteacher) will ensure that best practice is shared and endeavour to keep up to date with latest research by attending The Assessment Leader update sessions. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Disability Equality Scheme

At St Thomas of Canterbury Church of England Junior School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007). It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in school assessment procedures.

Roles and Responsibilities

Responsibility for assessment lies with the classteachers, although overall responsibility lies with the Headteacher, in conjunction with the Assessment Leader and senior leadership team (SLT), overseen by the Governing Body.

- **The Governing Body – and the School Development Committee in particular,** monitor the school's progress and attainment data with support from the Headteacher and Deputy Headteacher.
- **The Headteacher and Deputy Headteacher** – moderate assessments and provide data analysis reports to staff and Governors. They hold teachers to account for pupil progress using Pupil Progress Meetings and performance management to address under performance and set targets.



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- **Subject Leaders** – particularly English, Mathematics and Science monitor and moderate assessments within their curriculum area. They source methods and materials for assessment and where appropriate provide support and guidance to other members of staff.
- **Teachers** – Regularly assess children and provide feedback. They adapt planning in line with assessments to ensure good progress for all. They provide assessment information for children and parents. They will update Target Tracker regularly and complete data analysis/pupil commentaries in preparation for PPMs.
- **Teaching Assistants** – provide feedback to teachers on the progress and attainment of children they work with.
- **Parents/Carers** – support children at home with their learning and homework.
- **Pupils** – complete work to the highest standards in order to make good progress in school.

Monitoring and Evaluation

The Assessment Leader, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Senior Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.

Communication with Parents

Children’s attainment and progress will be discussed at Parents’ Evening meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child’s learning at other points.

End of year reports will comment on children’s attainment and progress and key assessment data will also be included in these reports.

Review

The policy will be reviewed at least every 3 years, or as new guidance becomes available to schools from Department of Education (DfE)

*Policy reviewed: **January 2016***

*Policy agreed: **March 2016***

*Next policy review date: **January 2019***



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