

# ST GEORGE'S



## JUNIOR SCHOOL

S H R E W S B U R Y

**ASSESSMENT AND LEARNING POLICY  
MARCH 2016**

## **Assessment and Learning Policy**

### **Principles and Aims**

As part of the DFE reforms to the national curriculum 2014, the previous system of 'levels' used to report pupil attainment and progress has now been removed and will not be replaced by a national system. As a result of this change, we have worked collaboratively at St George's to establish an assessment strategy. This puts an emphasis on teachers developing a secure knowledge of what each child should know, do and understand at any particular point in their education, and make attainment judgements against age related expectations accordingly.

At St George's Junior School we believe that assessment is an integral part of effective teaching and learning. Pupils learn best when teaching is planned to effectively teach new concepts, fill identified gaps and is adapted to respond to pupil achievement. At St George's progress is measured against individual, group, school and national benchmarks to ensure our pupils make at least good progress and no pupil are left behind. The assessment and tracking of pupils' progress is used to inform the school development plan as well as individual teacher planning.

There are two distinct types of assessment for learning used.  
These are:

- **Formative assessment**
- **Summative assessment**

#### **Formative assessment**

Formative assessment is an integral part of all lessons and is used to directly impact on teaching and future planning. It helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as areas for further development.

The aims of formative assessment are to:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all, including vulnerable groups
- Enable continuous reflection on what pupils know and set next steps
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by challenging pupils to reach their full potential

#### **Summative assessment**

Summative assessment is associated with judgments based on attainment and enables us to track progress over time.

The aims of summative assessment are to:

- Provide a summary judgment about what has been learned at a specific point in time
- Establish national benchmarks about what pupils can do and about school performance
- Show what pupils can do without support

#### **Management and evaluation of assessments**

The effectiveness of both formative and summative assessment practices in specific subject areas are carried out by subject leaders and the senior Leadership Team. Monitoring arrangements include lesson observations, work book scrutiny, collaborative moderation and pupil conferencing.

Evidence from learning observations, work book scrutiny and half termly progress data is triangulated to ensure consistency and accuracy of assessment judgements.

### **Data gathering for summative assessments**

Assessment cycles are planned annually using the whole school calendar. End of KS2 (a minimum target of 90% of pupils must achieve age related and above in reading, spelling punctuation and grammar, mathematics and teacher assessment in writing and science) are used to measure outcomes against all schools nationally.

Class teachers provide half termly data in reading, writing, spelling, punctuation and grammar and mathematics. Teachers use a combination of formative and summative assessment tools, including the Sheffield Tracking and Assessment Tools (STAT) via the school's digital monitoring system (***Educator – STATS online***) so that data is signed off on a specific date for analysis each half term.

This data is then analysed by the assessment co-ordinator and senior leadership team to monitor progress and attainment and also to identify trends. At cohort level, data is analysed to inform planning and organise interventions, ensuring that pupil's. Progress and attainment in each year group is tracked and reported to governors by the assessment co-ordinator. Progress towards school targets set is also tracked. Individual assessments and case studies are completed for pupils making limited progress.

Every half term, the assessment co-ordinator will analyse and evaluate patterns of attainment and progress across year groups, to support consistency and ensure good outcomes for all pupils. Areas for development identified form the basis of school improvement priorities and future action planning. Pupil progress meetings are held at CLT and by cohort leaders each half term.

As a result of pupil progress meetings, teachers are informed on patterns in their class data and any pupils/groups identified as not on track are then targeted for either support or extension.

### **Formative Assessments**

Formative Assessment information will be used to:

- Guide and support the teacher as planner, provider and evaluator
- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Plan and adapt lessons to respond rapidly to learning needs, identified through ongoing formative assessment. Lessons are adapted to suit the needs of all pupils. Maths and reading are taught in differentiated groups across cohorts allowing for flexibility between groups in response to the pupil achievement and progress on a day to day basis.
- Additional needs are identified swiftly and appropriate scaffolding or challenge provided in lessons.
- Support staff provide targeted support throughout the school both in lessons and through interventions that take place outside of lessons.
- The creative curriculum (IPC) allows for opportunities for staff to observe pupils applying their learning in different contexts and through targeted questioning staff address

misconceptions in pupils' learning and assess for mastery of skills. This in turn provides further evidence to support summative assessments.

### **Marking and Feedback**

Marking and developmental feedback ensure that realistic and focused next steps are set for all pupils following guidance in the marking policy. Pupils clearly understand their next steps and are eager to improve their work and are given opportunities to do so during lessons. When appropriate, pupils are encouraged to self and peer-assess their work using clear success criteria linked to specific group or individual targets.

### **Summative Assessments**

Assessment information will be used to:

- Track pupil performance, identifying those pupils at risk of underachievement and implement strategies to accelerate progress for all pupils
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Provide information which can be used by parents or carers to understand their pupils strengths, weaknesses and progress
- Provide information which can be used by other agencies
- Provide information to share with all stakeholders including governors, which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.
- Inform parents through termly teacher/parent consultation meetings and through the annual written report in July.

### **Special Educational needs and disabilities**

SEND review meetings are held with parents three times a year to discuss progress. These structured conversations with the parents evaluate progress and set targets and interventions to narrow the gap. More able pupils are tracked and targeted. Opportunities for more able pupils to deepen their learning at all levels are in place to make sure they reach their full potential.

### **Arrangements for ensuring staff are able to conduct assessment competently and confidently**

The teachers are at the centre of the data dialogue at St George's, which is then managed by cohort leaders and SLT. Personalised planning enables all staff to effectively analyse and plan on the basis of pupil progress and need, both as individuals and groups.

Moderation takes place within each cohort, across the whole school and with other schools within the local authority. All staff receive regular and up to date training on the latest assessment developments as well as training in how to use the schools tracking system to its maximum potential.

As a school we are developing links further with both our feeder infant school and secondary providers in order to consider the child's education as a whole journey from KS1 to KS3.

The school contributes to the sharing of best practice at regular events (SDG meetings and cross school collaboration). Changes and developments in assessment and moderation are frequently the focus of these meetings and information gained is used to keep staff up to date with the local and national picture.

### **Appendix 1 – Assessment tools:**

Formative assessment (Day-to-day in school):

- Marking and feedback
- Sharing examples of pupils' work and identifying next steps using a visualizer
- Oral feedback
- Targeted questioning to assess misconceptions or mastery of skills
- Teacher observation
- Achievement of success criteria

Summative assessments (half termly/termly assessments):

- Cold (before teaching sequence) and hot (after teaching sequence) tasks
- Pira reading tests
- Puma Mathematics tests
- NFER age related reading tests
- Writing target assessments

This policy was adopted by the school governors on .....

Signed by..... Governor .....Headteacher