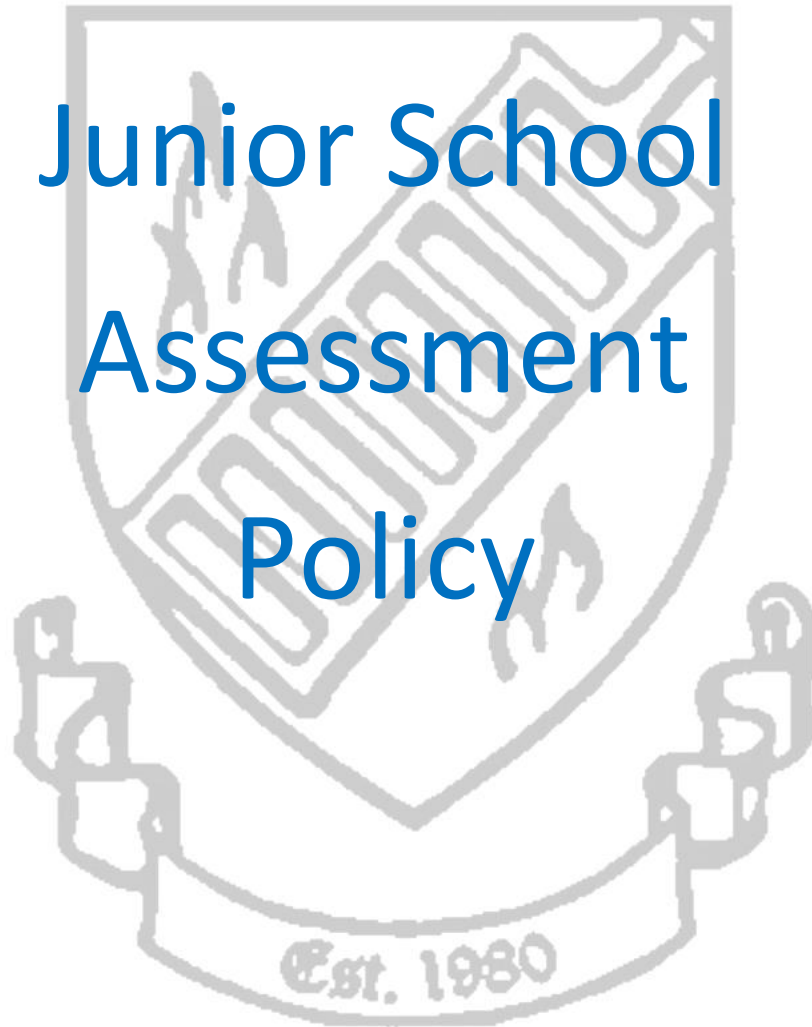


St. Lawrence College

Junior School Assessment Policy



Our school is one community, united in our respect for each other, tolerant of differences and proud of our diversity, honest and positive about our learning and behaviour every day.

Issued: 2018

Most recent review: 2021

PURPOSE

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. It will set out the rationale and practical application of assessment at St. Lawrence College Junior School and will ensure that assessment practices in school establish an environment where our pupils know what is expected of them academically and how to reach their goals.

We assess so that:

- teachers can assess what children know, understand and can apply to their work
- teachers can plan learning opportunities that reflect the needs of all children
- we can identify children who are falling behind and therefore plan support to address their needs
- we can identify children exceeding their age-related expectations and therefore plan work to extend them further
- we can provide parents with information about their child's learning
- we can provide useful data for analysis, whole school planning and accountability

There are three main forms of assessment:

- ***in-school formative assessment***, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly
- ***in-school summative assessment***, which enables schools to evaluate how much a pupil has learned at the end of a teaching period
- ***standardised summative assessment, which is carried out annually***

FORMATIVE ASSESSMENT (ASSESSMENT FOR LEARNING – AFL)

This is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. The vast majority of our assessment is formative, on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on.

It creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Some common forms of ***formative assessment*** used are:

- ***Progress check questions***, a feature of every lesson, linked to specific learning objectives. They are designed to provide immediate feedback to pupils and to gauge pupil progress in order to adapt teaching.
- ***Shared success criteria*** are provided in each lesson to assist pupils in identifying the steps required to achieve the learning objective and aid in self-assessment.

- **Determining readiness exercises** using dry-erase whiteboards at the start of a lesson to assist the teacher's understanding of pupils' current level of understanding so that he/she knows the right instructional level to begin teaching at
- **'Assessment tasks'** and **'assessment exercises'** which are used to review and record the progress of both individual pupils and the class as a whole, in relation to the national curriculum attainment targets.
They provide individual and/or group opportunities to identify those pupils who are not yet reaching, or who are exceeding, national expectations. They can also be used to set individual targets for pupils.
- **Observing** children at work and intervening where appropriate.
- **K-W-L charts**, which are sometimes used at the beginning of many new topics and revisited at the end, track what a student knows (K), wants to know (W), and has learned (L) about a topic.
- **Focused marking**, taking learning objectives and success criteria into account when giving feedback.
- **Peer/ self-assessment**, modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning, e.g. exit notes; whiteboards; think, pair, share; traffic lighting; self-marking against agreed success criteria on checklists and individualised target grids.

SUMMATIVE ASSESSMENT - ASSESSMENT OF LEARNING

This is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment. All summative assessment is in line with the expectations of the English National Curriculum.

Examples of **summative assessment** are:

- End-of-unit assessments in English, Science and Maths
- Periodic assessment of reading and writing
- End-of-year 6 Cambridge Progression Tests

STANDARDISED ASSESSMENT

Standardised assessments will be used to provide information on how children are performing in comparison to the whole cohort taking CEM assessments. Teachers will have a clear understanding of learning expectations and assess their own performance in the broader context. Standardised assessment enables the school leadership team to benchmark the school's performance against other schools, and make judgements about the school's effectiveness.

A range of standardized assessments by CEM-The Centre for Evaluation & Monitoring at Durham University will be used.

These include:

- **PIPS Baseline** assessment for Reception
- **InCAS** assessment for pupils in KS1 & KS2

RECEPTION

Children in Reception are assessed on entry using PIPS BASELINE, CEM's Reception baseline assessment. PIPS assesses children at the start and the end of Reception, providing two standardised benchmark assessment scores, which we use to show progression across this stage. It is an evaluation of what children know and can do. The assessment is repeated at the end of the first year in school to measure a child's progress and development in Literacy, Numeracy, Communication & Language, as well as Personal, Social and Emotional Development (PSED). This forms the baseline for progress measure of Key Stage 1 & 2 attainment.

Children are continually assessed against the Prime and Specific areas of Learning in the EYFS profile. Assessments are based on observation of daily activities and events.

At the end of Reception, teachers judge, for each Early Learning Goal, whether a child is meeting the level of development expected at the end of the Reception year:

- **Emerging**, has not yet reached the expected level of development
- **Expected**, has reached the expected level of development
- **Exceeding**, is beyond the expected level of development for their age

KEY STAGE 1 & 2 ASSESSMENT METHODS/MATERIALS:

Teachers use a range of assessment tools and materials (including analysis of children's work in books, reading records and results of class tests/published tests) alongside ongoing focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups. The National Curriculum of England & the Cambridge Primary objectives will be used as the year group targets for all children.

In Key Stage 1:

- Phonics screening tests & assessments
- Reading records, including reading behaviour records & running reading assessments
- Writing samples (unaided where possible)
- Abacus Evolve daily tasks, assessment and review tasks, end of year tests.
- In Year 2, regular spelling tests & informal mental maths tests (oral and written)

In Key Stage 2:

- Regular writing samples-unaided
- Regular checks in Years 3 to 6 of spelling, times tables and mental maths
- End-of-unit tests in Science, Maths and English
- In term 3 of Year 6, the Cambridge Primary Progression Tests in the 3 core subjects: English, maths & science
- End-of-year tests of attainment in chosen foreign languages: Chinese, French, Greek & Spanish

ACHIEVEMENT

Achievement is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

A high attaining pupil may have low achievement. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.

A low performing pupil may also have high achievement. This means that the pupil concerned is still performing below the national average for their age, but is making good progress from their starting point: they are doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain a high level when compared to their peers, but their achievement might be outstanding.

As a school we aim to create a **high achievement culture** and expect every pupil to reach the highest possible level of attainment that they are capable of. The mark of an outstanding teacher is that every pupil in their charge surpasses the progress they were expected to make based on past performance.

By tracking and monitoring pupil performance, evidence of the progress and achievement each child has made during their schooling at St. Lawrence College is clearly shown. Therefore, parents should be aware that a teacher may judge a pupil as high achieving, regardless of quantitative results.

FEEDBACK TO PUPILS

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson.

SENSITIVITY IN ASSESSMENT

In formulating assessments, observing children and analysing results, teachers will be sensitive to **cultural, gender, racial** and **religious** differences. Differing levels of English will also need to be taken into account.

Our objectives for all children in a class may be the same (or be related to their academic attainment level, where appropriate), but in planning and carrying out assessment activities, we are aware of, and take into account, the above differences where they may affect pupils' responses.

RECORDING ASSESSMENT: PUPIL PORTFOLIOS

These are the records to be passed on to next year's teacher. They are completed by the class teacher by the end of the Summer Term, submitted to the Deputy Headmistress and then kept secure as evidence of pupil progress.

The portfolio should contain the following:

1. InCAS assessment data, given in age equivalent scores, in Reading and General Maths achievement for Years 1-6
2. results of termly sample of unaided writing, assessed using a standardised writing criterion scale based on the English National Curriculum for KS1 & KS2
3. results of termly reading assessment, using a standardised reading criterion scale based on the English National Curriculum for KS1 & KS2
4. the End of Year Pupil Maths Evaluation Document, showing individual pupils' attainment against national standards
5. results of Year 6 Cambridge Progression Tests in English, Mathematics and Science

REPORTING TO PARENTS

Information on how each child is achieving against the curriculum, their progress and the standard of their work is discussed with parents at the termly parent-teacher meetings. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEN Support IEP reviews, and Annual Reviews for children with Statements of SEN.

Results of formal tests can be given to the parent at any meeting, in particular to illustrate points being made about an individual's attainment or areas for development. In such circumstances, the context of the test and the meaning of the scores will always be explained.

Two pupil reports are produced each academic year, one in December and one in June. Pupil reports are divided into curricular areas and include the following:

- The pupil's level of achievement in the main learning objectives for each curricular area
- Level of effort made in each curricular area
- Areas of particular strength or progress or areas for future development, as highlighted in the class teacher's comment

ROLES AND RESPONSIBILITIES

IT IS THE HEAD TEACHER'S RESPONSIBILITY TO:

- plan and organise meetings where common objectives can be agreed and the development and implementation of the assessment policy can be discussed
- support and monitor the work of the school in relation to raising standards and ensuring good pupil progress

- ensure that the school staff are aware of the most recent assessment developments
- organise staff training ensuring development of practice
- ensure that agreed implementation procedures are happening school-wide
- ensure that tests are carried out to agreed timetables

IT IS THE ASSESSMENT LEADER'S (DEPUTY HEAD) RESPONSIBILITY TO:

- update the policy in the light of DfE advice and requirements
- lead the development of the Junior School Assessment Policy
- monitor the school assessment policy and practice
- keep up to date with current assessment thinking and practice
- ensure that assessment priorities are addressed in the School development plan
- liaise with Heads of key stages, subject leaders and class teachers
- organise access arrangements for standardised assessments
- co-ordinate TA interventions
- monitor effectiveness of interventions
- assist the Headmistress with setting whole school targets

IT IS THE HEADS OF KEY STAGES' RESPONSIBILITY TO:

- lead whole staff moderation meetings in their respective key stages
- monitor consistency of standards across the school, through work scrutiny
- monitor assessment practices, including marking and strategies used in lessons
- analyse KS1 and KS2 results and tracking information in maths, reading and writing
- advise staff of outcomes of assessment
- proactively use assessment information to inform future curricular planning
- carry out Progress Meetings with each year group

IT IS THE CLASS TEACHER'S RESPONSIBILITY TO:

- make on-going assessments to inform their daily and weekly planning
- use AfL (Assessment for Learning) strategies in their lessons
- give children guidance and feedback on their work so that children know how well they are doing and what they need to do to improve further
- make formal, moderated assessments termly
- record assessment outcomes
- participate in Pupil Progress Meetings, the monitoring and evaluation of policies and procedures on assessment, recording and reporting
- report to parents / carers on pupil progress

IT IS THE SENCO'S RESPONSIBILITY TO:

- co-ordinate the identification and assessment of children with SEN
- monitor effectiveness of interventions
- lead interventions where professional teaching skills are necessary

TRAINING FOR STAFF

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Senior Leadership Team (SLT) will ensure that best practice is shared and endeavour to keep up to date with the latest research. 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.

MONITORING & EVALUATION OF POLICY

The Head teacher is responsible for monitoring the implementation of this policy. The SLT uses discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy.

THE PURPOSE OF MONITORING & EVALUATION

- To ensure that all pupils are making progress
- To identify aspects of the assessment policy that are working well, to gain feedback, results and inform development
- To identify aspects of the policy that are not working well and need to be resolved