





## St Giles Junior School Assessment Policy

### Introduction

We at St Giles Junior School believe that assessment is at the heart of effective teaching and learning. It raises standards when it has an effect on planning, informing teaching.

We take a positive view and recognise the individuality of all children. We understand that praise and success are great motivators in the learning process.

### Aims

- To enable our children to demonstrate what they know, understand and can do in their work.
- To help our children understand what they need to do next in order to improve their work.
- To allow our teachers to plan work that accurately reflects the needs of our children.
- To provide regular information for parents that will enable them to fully support their children's learning.
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of our school.

Assessment is based on and matched to clear learning objectives.

Assessment is shared with other teachers, children and parents.

In St Giles Junior school we will seek to assess the children's' learning in terms of the knowledge, concepts, skills, strategies and attitudes they have developed. We will assess their attainment within the national Curriculum as well as their wider achievements, both curricular and social

In our school we give all children every opportunity to show what they know, can do and understand by using a variety of assessment techniques to gain a wide range of evidence, using national standardised tests and tasks, considering the needs of all children and developing a marking policy, which ensures communication between the child and teacher and consistency throughout the school.

### The purposes of assessment.

#### **Effective assessment will enhance the learning of our children because:**

- Assessment actively involves the children in their learning through discussion, provision of information about progress and ensuring the children are aware of the purposes of teaching.
- Assessment motivates the children through establishing their own successes and achievements.
- Assessment highlights the strengths and weaknesses. It also highlights any strategies needed to work on them.
- Assessment provides both reliable and credible information which will support continuity and progression in the learning process.
- Assessment provides valid information to aid setting pupil targets.

#### **Effective assessment will aid and support the teachers in evaluating their teaching:**

- Assessment indicates the strengths and weaknesses in the content of the teaching programme
- Assessment indicates the next steps in the content of the teaching programme.
- Assessment indicates strengths and weaknesses in the teaching style
- Assessment identifies the children who require support and the children who require extension

#### **Effective assessment will provide information for others:**

- Children
- Parents
- Teachers and our County advisers
- Transfer to the next class and the next school
- Guidance and/or referral to outside agencies
- L.A, OFSTED, and DfEE.

## Types of assessment

**Formative assessment:** This enables the positive achievement of children to be recognised and informs decisions taken about the next appropriate stage of learning.

**Diagnostic assessment:** This enables learning difficulties to be scrutinised and classified so that appropriate support or strategies can be provided.

**Evaluative assessment** : This is the means by which some schoolwork can be measured and reported on, allowing teachers to evaluate the effectiveness of teaching methods and schemes.

**Summative assessment:** This records the overall achievement of the child in a systematic way. This would finally be represented in an annual report to parents.

**Synoptic assessment:** This is the means by which, usually at the end of the Key Stage, assessment covers aspects across the whole Key Stage.

## What assessment do we carry out in our school?

### Teacher Assessment

We at St. Giles Junior School believe that assessment is a continual process and should be an integral part of the normal teaching and learning activities in the classroom. Planned opportunities for assessment should be incorporated in both medium and short term curriculum planning.

Examples of possible teacher assessments are:

- Discussion with an individual or group of children
- An observation of a specific task.
- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/computation/ drawings etc.
- Listening as children report their findings and ideas for example in a plenary session.

Each child is assessed in relation to criteria given by statements from the programme of study of the National Curriculum or from level descriptions. (The Sussex Grid, Ros Wilsons Criterion Scale, QCA, SEN level descriptors)

Evidence required for this assessment process will be a selection of the following:

- Work in a child's exercise book.
- Samples of work produced specifically for an assessment.
- A teacher's written dated comment of a child's individual or group performance in an assessment situation. This relies totally on the experienced, professional judgement of the teacher, supported by the perceived objectives and participation in moderation .

#### Standardised and Commercial Assessment

- Optional Tests (QCA) in years 3,4 and 5 - May (Reading, Writing and Maths) .Termly
- Key Stage 2 tests (SATs) -May (Reading, Writing, Spelling, Handwriting, Maths, Science)
- Termly maths tests/activity linked to key objectives.
- Termly assessed unaided writing linked to key objectives.
- Termly reading. (Past QCA)

#### Frequency of Assessment

The children's progress is monitored against specific learning objectives as identified in the daily lesson plans; personal and social skills are continually observed. Summative assessment takes place at specified times. Assessment should also allow for the unexpected as well as intended activities. (See appendix for Annual assessment cycle)

#### Curriculum planning and assessment

Teachers assess the delivery of the curriculum and children's work to help inform future curriculum planning. This enables differentiation to take place effectively.

The success of the learning process is measured by regular and ongoing assessment. Provision for assessment should be built into long, medium and short term plans as follows:

**Long term plans.** Our school has a long term curriculum overview which ensures coverage of all Programmes of Study and progress and continuity within each subject.

**Medium term plans.** These should show the learning objectives of each unit.

**Short term plans.** These show the learning objectives for lessons; differentiated activities; what/who to be assessed, evaluation of the assessment and key questions and vocabulary.

### Moderation.

In order to ensure the accuracy and consistency of teachers' assessment a moderation process is needed that ensures discussions are held between teachers to decide what constitutes evidence of attainment. It is important to hold these discussions so that all teachers have a common understanding of the expectations in each subject. By doing this we will ensure that we make consistent judgements about the standards in our school. A school portfolio for each core subject initially then the foundation subjects, is currently being formed of moderated work to use as a reference document for all teachers in the school. This will include the entire range of National Curriculum levels.

### Target setting

Targets (whole school targets) are discussed as a staff using the strengths and weaknesses from the previous term as a guide. The subject manager then sets those targets. Individual targets are set by the child and the teacher and by child and teacher to ensure that personal, social and emotional achievements, organisational skills, self discipline and attitudes are considered alongside the academic achievements of the individual child. These achievements are then recognised in several ways, for example:

- by praise and encouragement
- by awarding stickers
- by awarding head teacher certificates
- points
- informing parents

Targets can be set for different groups, for example:

- Individual Pupil Targets - can be social/behavioural but must include academic targets (based on diagnostic, summative and formative assessment)
- Group , Cohort and School Target Setting

### Feedback to our children.

We at St. Giles Junior School believe that feedback to our children is very important. It not only tells them what they have done but how well they have done it and what they need to do in order to improve their work. We give our children verbal feedback whenever possible. We give written feedback and this is related to the learning objective for the lesson. By doing this we make it clear whether the learning objective has been met or not and then comments will identify what needs to be done in order to move on.

We also encourage children to make comments about their own work and the work of their peers. We are also aware that it important to allow children the time to read any comments at the beginning of each lesson. We will do this to ensure that the time our teachers spend on marking has an impact on the children's work.

### Recording and tracking

Record keeping and assessment provide the way in which teachers focus on the needs and attainment of each child. It is essential that the information recorded should be absolutely necessary, relevant and useful. The recording process is based on evidence from observation, listening, questioning, examples of children's work, marking and setting the tasks and tests.

### Why keep records?

At St. Giles Junior School we keep records:

- To record the children's progress.
- To ensure that the curriculum plans guarantee continuity and progression through the programmes of study from class to class;
- To provide teachers with information which enable plans and schemes of work and the allocation of resources and teaching methods to be evaluated and adapted where needed.
- To provide information when the children change to a different phase of schooling or move to another school;
- To provide feedback to children as well as forming a basis for discussion about their strengths, weaknesses and areas for future focus;

- to provide evidence which will be used as a basis for discussion with parents about the attainment and achievement of their children;
- to provide material to be used in discussion with governors, the L.E.A. OFSTED, DfEE and other outside agencies about the overall performance of groups of pupils of the whole school

#### The records we keep.

- Weekly plans, termly plans, yearly plans.
- Individual records of progress in specific subject areas- teachers' own records.
- Summative whole school records of attainment in National Curriculum subjects at the end of each Key Stage.
- Formative records of attainment in the children's Assessment Folder to consist of at least one termly piece of written work from English and Maths Test papers. Each piece will be levelled and dated. Pieces of assessed work for other subjects can be added throughout the year. We consider the children's class workbooks to be portfolio material if required, which can demonstrate progress and attainment and can be used in discussion with pupils and parents.
- Standardised tests and termly tests in maths are kept for reference in the Assessment Folders and Optional Year 3,4 and 5 test papers are retained until the end of Year 6.
- A school portfolio is currently being developed, of annotated pieces of children's work, which have been, moderated by teachers and updated regularly.
- Assessment Summary Sheets are used for recording individual /class attainment on a termly and annual basis. This enables the school to analyse the pupil's progress, make forecasts based on knowledge of previous attainment and set accurate, challenging targets for the pupil.

### Reporting

We at St. Giles Junior School believe that the triangle of parents, child and teacher is fundamental to the education of our children in our school. Regular opportunities, both formal and informal, are provided for the children's progress, attainment and achievement to be reviewed.

We report formally by offering:

Twice yearly consultation evenings, where parents are offered a time for personal discussion with the teacher. In the Autumn term we invite our parents in to school to talk about pupils' annual targets. We also assist parents with understanding those targets. In the Spring term we invite our parents in to school to discuss targets and their children's progress.

- An annual written report by the class teacher to the parent detailing the children's progress, achievements and other activities. The report can also set out general comments on attitudes and behaviour.
- At the end of the Key Stages additional information must be provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information must also be provided at this time.
- A summary of school results is made available to governors, L.A. OFSTED and DfEE according to statutory regulations.
- The annual report of the governors, school prospectus ,SIP and the SEF will also contain the above information and serve to inform the wider public.

### Monitoring

The process of monitoring and evaluating the curriculum is the responsibility of curriculum subject managers for their subject area and then the Assessment Coordinator for monitoring the implementation of this policy. (See appendix for roles and responsibilities)

In order for effective monitoring to take place in the core subjects

- Annotated work samples illustrating the range of ability in each class are examined and moderated by the teachers. The subject managers choose an appropriate selection of examples for each level of attainment and mount them in a portfolio. This portfolio is then available to all teachers for the purpose of moderating their own class assessments. The examples of work displayed in the portfolio should be updated as appropriate.
- Teachers should mount displays of good work to celebrate that good work done by the children. This will in turn promote interest and enthusiasm in the achievement of high standards;
- Subject managers collect 'key' examples of work to illustrate progression.
- Celebration assemblies, to enable teachers and children to celebrate work that has been undertaken in classes.
- Lesson observations by the core subject managers and head teacher.

Our school aim is for every child to achieve his/her own potential. By assessing, monitoring and evaluating the work we do as an integral part of planning and delivering the curriculum, we are ensuring that we achieve this aim. However the assessment process must not detract from valuable teaching time. If assessment is an integral part of the teaching process, children are experiencing a teaching and learning environment in which they are able to achieve a potential that is under constant review.

T.M

September 2007

## Annual Cycle of Assessments.

### Autumn Term

- Raiseonline
- Target setting
- KS2 Assessment and Reporting arrangements arrive in school.
- Order test papers including any modified papers required
- High Frequency Words Year 3
- Termly maths tests linked to key objectives
- Unaided writing linked to key objectives
- Termly reading(Past QCA papers)
- Parents consultations

### Spring term

- Applications for KS2 Access arrangements
- Parents SATs information evening.
- High Frequency Words Year 3
- Termly maths tests linked to key objectives
- Unaided writing linked to key objectives
- Termly reading(Past QCA papers)
- Mock SATs year 6
- Parents consultations

### Summer Term

- Optional QCAs in years 3,4 and 5
- SATS in year 6
- Review the children's progress.
- Update individual children's records.
- Year 6 Bridging units to be completed.
- Annual written report to parents.
- Prepare the transfer file for those children moving to Secondary/another school.
- SATs/QCA analysis
- Submit data to LA and governors
- Submit data to Secondary schools
- Update data on line.

