

Victoria Park
Junior School



Policy for
Assessment, recording,
marking and reporting.

March 2019

Statement of Principle

Our mission is to develop the whole child. Victoria Park Junior School pupils learn in a stimulating and exciting environment with staff who constantly assess each child in order to ensure the individual achieves to their full potential in all areas of learning.

INTRODUCTION: What do we know about Assessment?

Assessment is inevitably part of every teaching activity. "How is he/she getting on?", "Did he/she understand that?"

In good education, assessment is part of the progress of the whole pupil throughout their educational journey. Assessment is the means used to evaluate that progress and diagnose the needs of the pupil.

True assessment is neither wholly formative, nor wholly summative; it is embedded in the classroom rather than an activity of reflection outside the classroom.

Assessment helps pupils engage more fully in their own development and learning.

When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action.

Teachers adjust their plans in response to formative and summative assessment.

A pupil responds better to new challenges if they grasp what is necessary for progress and why.

Victoria Park Junior School's Agreed Principles for Good Assessment:

Victoria Park Junior School's assessment processes are underpinned by the following principles and, the assessment systems are fit for purpose.

- 1. Assessment is at the heart of teaching and learning.**
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for pupils to demonstrate and review their progress.

- 2. Assessment is fair.**
 - a. Assessment is inclusive of all abilities.

- 3. Assessment is honest.**
 - a. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - b. Assessment judgements are moderated in writing by other teachers to ensure their accuracy.

- 4. Assessment is ambitious.**
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment objectives set high expectations for learners.

- 5. Assessment is appropriate.**
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.

6. Assessment outcomes provide meaningful and understandable information for:

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning.
- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government.

7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate, is tailored to meet the needs of our learners and enables them to make maximum progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.

Our method of assessment

- Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Each pupil is assessed as either '**below**', '**developing**', '**secure**' or '**above**' each relevant criterion contained in our expectations for that year. There are 8 zones: Below - Zones 1 & 2; Developing - Zones 3 & 4; Secure - Zones 5 & 6 and Above - Zones 7 & 8.
- For those pupils who are working above the expected standards, we provide more challenging learning opportunities, which promote greater depth and deepen their understanding.

Our use of assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for **every** pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk (in this school) are making appropriate progress and that **all** pupils are suitably stretched and challenged.
- School leaders follow the cycle of: **analyse** assessment data; **reflect** on outcomes - strengths and weaknesses; **implement** changes to improve performance.
- The information from assessment is communicated to parents and pupils on an annual basis in the children's end-of-year report.
- At the end of the autumn term and spring term, conversations between teachers, parents/carers and the child take place, focusing on areas of strength and specific next steps.

We celebrate all achievements across a broad and balanced curriculum, including sport, extra- curricular activities, roles and responsibilities etc providing a full picture of the whole child beyond their academic achievements.

Reporting to Parents

See attached copy of an example of an end-of year academic report.

At **Victoria Park Junior School**, parents/carers receive a written report at the end of each academic year. The reports include detailed comments about the children's progress in English, (speaking and listening, reading, writing) maths and science. The children will be given a target for further improving their reading, writing and maths. There is also an overview of what the children have covered in all the foundation subjects. The class teacher will write a comment regarding the child's achievements in all areas of the curriculum. The children will reflect on their own learning and write a comment and set themselves an individual target. In years 3, 4 and 5, the

children will have a results page, which informs their parents/carers about their effort and attainment in all subjects. The reports include a comment slip for parents.

SATs results are included in the reports of children in year 6.

Home-School Diary

The children at Victoria Park Junior School write in their diary on a daily basis. They record their thoughts on their lessons and learning. Parents are encouraged to write to staff about any issues of concern.

Staff are also prepared to make themselves available at the beginning or end of the school day to discuss parents concerns. If it is not possible to speak to a parent immediately a prompt appointment is made. Parents of children on the special needs register have the opportunity to discuss their child's progress at least once a term.

Examples of Current Best Practice in Assessment that meet the Agreed Principles outlined above:

Techniques for assessment include:

- observation - how children tackle tasks, interact, work rate
- questioning - rich, open ended which deepen their thinking
- marking - with the child and giving clear and concise feedback (see Marking Policy)
- scrutiny of work - gaps, extension/reinforcement needs
- discussions - with individual children and groups
- informal check-up tests - progress, check understanding

At Victoria Park Junior School our assessments form the basis of discussions at Pupil Progress Meetings.

Teacher Assessment

At Victoria Park Junior School, teaching, learning and assessment is integrated at the planning stage. Regular, ongoing, formative assessments are carried out as part of classroom practice. We believe that assessment should draw upon a whole range of evidence to ensure that we gain a holistic 'picture' of the child. We value the importance of children acquiring skills and understanding which they can then apply to all areas of life and our assessment strategies reflect this.

Core Subject Assessments

There are termly tests in maths, reading and Spelling, Punctuation and Grammar. These results are entered into SIMS Assessment.

In writing, children's writing is assessed termly, against the national curriculum expectations. This is then moderated in year group teams and by the English subject leader. Moderation also takes places with other schools.

Assessment Cycle/Weeks

An Assessment Week is held termly. During these weeks children sit tests- maths, reading, spelling, and punctuation and grammar. These provide a "snapshot" of attainment on one day-but also give us an insight into how individuals tackle the test situation. Evidence for writing assessment is taken from a range of pupil work.

SIMS Assessment

The summative (test result) assessment is reviewed and compared to teacher assessment which is entered before the children sit the tests. Pupil Progress Meetings centre around both these judgements. The results are analysed by subject leaders and the attainment and the progress of particular groups: boys/girls; EAL; Pupil Premium and SEN.

Monitoring & Evaluation

A rigorous timetable of assessment of teaching and learning is devised each year in line with School Development Plan priorities and identified needs. This takes the form of book scrutiny, lesson observations with specific focus, monitoring of enabling environments etc. This is our mechanism for guaranteeing that our classrooms, our teaching, our assessment promotes quality learning and good progress.