



Assessment Policy

November 2015

Review Date: November 2016

At World's End Junior School we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this.

Aims

- To ensure children progress, knowing their achievements and what they need to do next
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To internally track pupils for attainment and progress.
- To have a consistent approach that measures school progress against national standards.

Principles of World's End Junior School Assessment System

The new curriculum is structured by age related expectation and no longer contains levels. Six bands are used to track pupils' attainment against age related expectations and progress from various starting points. The following terminology is used: Basic, Basic +, Mastered, Mastered +, Deep and Deep +. This reflects our aim for all children to master the curriculum within their year group.

'The expectation is that the majority of pupils will move through the curriculum at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage'
National Curriculum 2014.

In line with the aims of the National Curriculum, pupils who grasp concepts rapidly are challenged with richer, deeper learning opportunities before any acceleration through new content.

Our tracking system has been customised to exactly match the schools' curriculum.

Formal Assessment (tests)

Assessment of children takes different forms including observations and discussions as well as the formal assessment of written work and tests. Formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils. Each term pupils across school are formally assessed and assessment information is tracked and provided to governors and parents and careers.

On-going Teacher Assessment

On-going teacher assessment is central to pupils making good progress. These are completed on a regular basis by teachers and used to inform the planning of next steps. Discussions, observations and marking of work inform the on-going assessments of pupils. These are moderated by subject leaders to ensure parity.

Teacher assessment information is entered into a tracking system (Classroom Monitor) which helps teachers track progress through the curriculum and inform planning. It also supports the SLT in identifying the training needs of the teachers. The objectives within the mark books of the tracking system have been customised to match the school's curriculum.

Monitoring and Evaluation

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment information informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Assessment information is analysed in detail by the SLT and Pupil Progress Meetings held with all staff to identify:

- training needs of staff to ensure quality first teaching
- pupils who may require further intervention and support
- that pupils who rapidly grasp concepts are being sufficiently challenged

In addition to this, pupils' progress is monitored through:

Observations / learning walks

Lesson Study

Monitoring of pupils' work / books

Pupil voice: structured moderation with individual children

Standardisation / Moderation both cross phases, interschool and with other local schools

Target Setting

All children are aware of their next steps in learning through being set curricular targets; through feedback from teachers and through peer and self-assessment of work. Targets are regularly reviewed with the children.

Baseline Assessments

All pupils receive baseline assessments in maths, reading and writing on entry to the school. This information is used to track progress from entry and identify next steps in learning.

Assessment within Curriculum Subject Areas

Although pupils are not formally assessed in other subject areas, we believe it is important for leaders to monitor standards of learning in foundation subjects. This is carried out through tracking the progress of a sample of children's learning in each class against the key National Curriculum objectives. Subject leaders use this assessment information to compile a portfolio of evidence of standards within their subject.

Roles and Responsibilities

Governors: Monitor whole school progress data with support of HT and SLT

Senior Leadership Team: Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

Pupils: complete all work to highest of standard in order to make good progress in school.

Equal Opportunities

This policy and guidelines promotes the practice of inclusion for all.