

# Assessment Policy

## Holtsmere End Junior School

Date: 15/1/10

Review: 15/1/12

### **Rationale**

Assessment forms an integral part of effective teaching and learning, allowing children to achieve their true potential.

#### **Aims:**

- \* To gather information about the performance of individual children, groups, and cohorts of children in order to inform target setting.
- \* To provide information to inform the school's strategic planning
- \* To gather information to inform teachers' planning
- \* To track individual progress
- \* To allow children to be involved in their own learning
- \* To inform the Governing Body of the school's standards and achievement and trends of performance

### **Principles (Assessment, Recording and Reporting)**

Assessment may take many forms and range from informal day-to-day teacher assessment to the formal processes involved with end of key stage assessments. Assessments may be formative (assessment for) or summative (assessment of). Effective assessment:

- \* Offers all children an opportunity to show what they know, understand and can do to improve
- \* Enables teachers to plan more effectively
- \* Helps parents be involved in their children's progress
- \* Provides the school with information to evaluate work and set suitable targets.

### **Monitoring and Evaluation**

The assessment co-ordinator and Head Teacher will ensure the policy is implemented consistently throughout the school using strategies such as:

- \* Discussion with teachers, children and parents/carers
- \* Sampling teachers' planning
- \* Lesson observations
- \* Work scrutiny
- \* Tracking children's progress
- \* Sampling children's records and reports

### **Special Educational Needs**

The SENCO will liaise with all concerned to ensure information on individual children with educational needs supports their teaching and learning.

## **Equal Opportunities**

The assessment policy and guidelines encourage the practice of inclusion for all.

## **Governors**

The governor with a special interest in assessment, is involved and regularly updated and supports the headteacher in reporting to the governing body.

Date agreed:

Date of review:

## **Guidelines**

At Holtsmere End Junior School we recognise the importance of assessment (both summative and formative) and how it can be used to develop children's learning.

## **Summative**

To support Teacher Assessment

### English:

- \* Half termly unaided writing that is assessed, levelled and targets set.
- \* Reading comprehension test half termly
- \* Reading ages checked termly and data supplied to the office
- \* Weekly spelling tests

### Maths:

- \* Half termly assessments from a commercial scheme ( eg Rising Stars)
- \* Weekly mental arithmetic tests

### English and Maths

- \* Statutory Assessment Tests,

The school also uses QCA non-statutory tests at Y3, 4 and 5 to track children's progress. Teachers use information from these assessments alongside their own teacher assessments to submit data into the school's tracking system.

Teachers are aware of the progress (sub levels/ APS) that individual children should make in each year. They are also aware of the national expectations at the end of each academic year.

Year 3 Level 2a/3c

Year 4 Level 3c/3b

Year 5 Level 3a/4c

Year 6 Level 4b

This information helps teachers identify children who require additional Intervention

## **Formative**

Key to children's development at Holtsmere End Junior School are the day-to-day assessment strategies used by teachers and children themselves.

These include:

- \* Informed planning (lesson objectives, success criteria)
- \* Positive / specific oral and written feedback (see Marking and Feedback policy and guidelines)
- \* Children involved in self and peer assessment
- \* Effective questioning
- \* Parents / carers involved in their children's learning

## **Foundation Subjects**

Foundation subjects are assessed against National Curriculum Levels and the Trackers. Information is then imported onto the Assessment Management Seven package.

Results are to be collated by subject leaders to build up a whole school picture of curriculum subjects and areas for development.

## **Moderating**

Teachers share a common understanding of levelling, feedback and target setting. Work is scrutinised at staff meetings led by subject leaders to share good practice and develop professional skills. Each class teacher will have APP assessment records for at least three selected children from their class for English and Maths. Results from all pupils will be entered on the SIMS data base and tracked on a target grid by the class teachers, subject leaders and headteacher.

## **Recording and reporting**

Teachers use assessment information from previous teachers to inform future planning.

Yearly reports inform parents about children's progress. Each area of the curriculum is reported on and targets for future development are included for Literacy and Numeracy, in addition to general targets.

Parents' consultations are held on at least two occasions throughout the year and on parental request at a mutually convenient time.

## **Transition and Transfer**

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes and schools). This ensures that children have the maximum opportunities to achieve their full potential.

When children move schools, information is sent through the CTF (common transfer file).

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