

# BEECHWOOD JUNIOR SCHOOL

## ASSESSMENT POLICY

Reviewed and updated April 2017



# **Beechwood Junior School Assessment Policy**

## **Key principles of assessment:**

- Every pupil can improve;
- Assessment is integral to learning;
- Assessment supports pupils to achieve long term aims;
- Assessment should be valid, fair, reliable, purposeful, timely and ,manageable
- Assessment should draw on a wide range of evidence and contexts;
- Assessment informs all planning;
- Assessment empowers and inspires pupils to take charge of their own learning;
- Assessment provides regular and accurate information useful to school leaders, parents and other parties

## **Key aims of assessment:**

All children have a right to make excellent academic, moral, spiritual and social progress. At Beechwood, this progress will be informed by an effective assessment system that accurately tracks each individual pupil's progress and identifies the next steps to their learning.

The aims of this assessment system are:

- To give a detailed profile of what each pupil is expected to achieve in relation to the National Curriculum and other school-specific programmes of study, ensuring each pupil receives their full curriculum entitlement;
- To provide a basis for measuring pupil attainment and tracking pupil progress against the National Curriculum and other school-specific values and expectations;
- To support teachers to set curricular targets and inform lesson planning for future teaching;
- To support pupils to track and identify their own progress and to inform their own personal target setting;
- To support the school to identify and provide for vulnerable groups and individuals who are at risk of underachievement;
- To support the school to report pupil progress and attainment to parents and other stakeholders;
- To give a view of pupils' overall achievement based on national standards that will inform end of key stage teacher assessments and allow standardised comparisons with other pupils, locally and nationally.

## **Key stages of attainment and progression:**

Assessment will be used to identify a progression of learning towards full attainment or "mastery" of the National and school curricula, including key personal skills and traits identified as part of the school values and 'growth mindsets'. To achieve mastery, pupils will be assessed on their ability to independently apply all elements of the curriculum with fluency, accuracy and depth of understanding.

The stages of progression towards and beyond mastery are identified by four assessment indicators:

- Below Standard (BS): Pupils are working at a standard one year or more below the age-appropriate expectations of the curriculum.
- Working Towards the Standard (WTS): Pupils are working towards the age-appropriate expectations of the curriculum. They are beginning to acquire a secure knowledge of the curriculum but have not yet developed sufficient fluency to allow them to apply their knowledge accurately and independently and/or have not yet attained mastery of *all* of the elements identified in the curriculum.
- Expected Standard (EXS): Pupils are working at the age-related expectations of the curriculum. They have acquired a secure knowledge of all elements of the curriculum, can apply this knowledge independently in a range of contexts and can use key vocabulary to explain their understanding.
- Greater Depth Standard (GDS): Pupils are working at the age-related expectations of the curriculum to a greater depth of understanding. They have acquired a secure knowledge of all elements of the curriculum and, in addition, are able to make broader generalisations, explain patterns, and apply their knowledge to a deeper level.

### **Key elements of assessment:**

In order to achieve the key principles, assessment at Beechwood will be purposeful, reliable, timely and manageable. The overriding purpose is to support teachers and pupils to make informed and timely judgements about the next steps for each child's learning. To be reliable, assessment will be robustly moderated against the expectations of the National and school curricula. To be manageable, assessment will only be carried out if it contributes to improving pupil attainment and allows the school to fulfil its statutory obligations for reporting pupil attainment and progress.

Assessments take the form of testing, observation, discussion, work sampling and pupil interviews. The results of assessment are recorded, reported and analysed in a variety of ways. All assessments, apart from the end of key stage 2 tests and writing assessment are formative and assist in planning an appropriate curriculum for each child. The key elements of the assessment system are:

- Curriculum (National and School curriculum documents):
  - To identify the expected learning to be attained by all pupils in all core and non-core subjects.
- Marking/formative assessment:
  - To provide immediate feedback to pupils on all aspects of their learning, including marking in books, oral feedback, peer and pupil self-assessment etc.
  - To inform planning, and identify levels of challenge and support for all pupils.
  - To identify and diagnose gaps and misunderstandings, sharing information with other stakeholders (LSA's, SENCO, parents, SLT, outside professionals) as required.
- Planning:
  - To design learning opportunities for each element of the National and school curriculum, specifying age-related expectations and outcomes and levels of support and challenge for each pupil – to be adapted on a daily basis to take account of assessment data.
  - To identify key assessment questions and opportunities and record pupil-specific assessment data from lessons and groups.
- Tracking:

- To track pupil attainment in core subjects for each key element of the curriculum and identify pupils at risk of underachievement.
- To provide an ongoing record of the extent and depth of curriculum coverage
- Pupil Progress Meetings:
  - To report half-termly summary attainment data to the Head Teacher, identifying pupils who are at risk of underachieving and those achieving at greater depth.
  - To identify contextual information underlying the assessment data and identify provision for underachieving pupils.
- Individual Education and Behaviour Plans:
  - To identify attainment and progress against personal academic and behavioural targets identified as necessary for some pupils with Special Educational Needs
- Moderation:
  - To ensure assessment accuracy within year teams and across the school.
  - To provide a standardised measure of attainment allowing comparison between schools and against national standards.
- Tests:
  - To informally supplement everyday formative assessment.
  - To provide an additional verification of summative teacher assessments across the core curriculum (maximum of twice yearly).
- Reports to parents:
  - To provide a mid-year, interim report to parents on their child's attainment, effort and progress in core subjects, also identifying effort in non-core subjects and reporting on pupils' social and personal wellbeing.
  - To provide an end-of-year summative assessment of pupils' attainment and progress in core subjects.
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  - To report annual, end of key stage teacher assessments to the Department of Education.
  - To provide periodic summary teacher assessments data to the HAMWIC Trust as required.

**Written by:** Andrew Crosby, April 2017

**Approved by:** \_\_\_\_\_

**Reviewed by:** \_\_\_\_\_