



Newport CE Junior School

Assessment Policy

Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
August 2019	November 2023	November 2025

1) The principles and aims of assessment

- Why does the removal of levels support our Curriculum values?

We agree with the 'Final Report of the Commission on Assessment without Levels'. We believe that this system of levels developed too much of a focus upon pace rather than consolidation and conceptual understanding. On reflection we value the opportunity to remove labels from our pupils and to prevent opportunities for them to compare themselves against each other. Levels tested knowledge but not conceptual understanding and this had proved a frustration for us as practitioners. This is a real opportunity for us to develop a system that focuses on what pupils know and understand with the time to deepen this understanding and consolidate the learning.

- Assessment and the Curriculum

Newport CE Junior School has a broad, balanced and engaging Curriculum which we are proud of. The introduction of the New Curriculum from September 2014 matches our belief in the opportunity for wider exploration of subjects inevitably leading to higher attainment. The focus for us is on high quality, in depth teaching that is supported by assessment. We aim for high standards and enriched learning; we aim for an assessment system that will support these aspirations by making better use of time, knowledge and skills therefore allowing teachers to develop professionally.

2) Arrangements for the governance, management and evaluation of assessment.

- Who is responsible for this policy?

This policy has been written by the Assessment Coordinator, Nicola Moody. The policy is the responsibility of the School Leadership Team and School Governors.

- How will we ensure this policy is followed?

The School Leadership Team will ensure this policy is followed through the regular and rigorous monitoring cycle. Details of this monitoring cycle can be found in the termly RAP. Regular review of classroom practise will be a key indicator that the policy is being followed.

3) Information about how assessment outcomes will be collected and used.

- Outcomes for Pupils and how we evidence progress

Evidence of progress can be found through observation of lessons, talking to pupils, scrutiny of work, schools' monitoring and evidence, highlighted tracking charts and data analysis. Matching our aims outlined above it is important to emphasise that progress is not just moving onto the next level but can involve developing deeper or wider understanding. Progress can also be simply about consolidation and we will allow time for this to occur.

- **When do we expect data to be recorded?**

- 1) In School Formative Assessment (day to day ongoing assessment)– We do not believe in unnecessary recording of these outcomes. Evidence of findings can be found in the marking of work completed by the children and amendment to medium term planning. Monitoring completed by the Senior Leadership Team will also refer to evidence of formative assessment and the quality of this witnessed in the classroom. All children have the National Standards indicated in their books as end of year targets. Class teachers will highlight these targets once they have been achieved with consolidation.
- 2) In School Summative Assessment (judgments formed at identified intervals in the academic year) – At assessment points in November, March and June judgments on the attainment of pupils will be submitted to the Senior Leadership Team. These will take into account in school formative assessment as well as a termly testing. Data will be reported as Pre Key Stage, Working Towards National Standard, at National Standard (children work securely within expected standards and can apply skills in a range of contexts and situations) or Above National Standard (these children are significantly more able to complete activities, apply knowledge and understanding and use skills without assistance or input)
- 3) Nationally Standardised (Statutory tests set by the government) – End of Key Stage Tests will occur as the government decides annually in May.

- **Who will data be reported to and when?**

Senior Leadership Team – Data will be reported formally to the Senior Leadership Team after Summative Assessment points in November, March and June. The School Leadership Team will then engage staff members in identifying strengths and next steps and evidencing these in School Evaluation processes and RAP writing.

Parents – Parents will receive feedback on their child's attainment and progress at Parents Meetings held in Autumn, Spring and Summer Term. The end of year School Report sent home in July will formally report an end of year judgment as Pre Key Stage, Working Towards National, at National Standard and Above National Standard.

Governors – Following the submission of Summative Data to the Senior Leadership Team the team are responsible for analysing the strengths and next steps from this data. This will then be fed back to School Governors at 'Data Meetings' at the start of the following term.

- **Use of Data Management System**

Newport CE Junior School does subscribe to the deepening learning O Track data management resource. The school uses tools from this data management system to support the monitoring of data as well as internally developed formats.

4) Arrangements for ensuring teachers are able to conduct assessment competently and confidently

- How will teachers keep up to date with assessment arrangements?

The school act upon leadership guidance released by the Government and agencies such as OFSTED. This is shared with teaching staff so they are clear on the statutory requirements.

We receive CPD from the Local Authority through termly Assessment Updates and brought in support.

- How will we develop and improve our assessment practises?

We have worked closely with our feeder Infant School to develop our shared assessment system. Newport CE Junior School are committed to continuing to work with our Infant School to develop and refine our assessment practise. The Newport Cluster of Schools have developed a programme of assessment review meetings with a focus on regular, rigorous moderation; developing an understanding of evidencing National Standard.

5) Detail about the approach to different forms of assessment

- How will we deliver the three types of assessment?

1) Day to day in school formative

PURPOSE:

For pupils – This will help pupils to understand the specifics of where they need to improve.

For parents – This will mean they can be informed of specific strengths and next steps.

For teachers – Teachers can amend their planning in response to this assessment either moving more rapidly or allowing more opportunity for consolidation. Misconceptions can be addressed and deeper learning opportunities provided.

For the Senior Leadership Team – Evidence of this found through monitoring can ensure that teachers are precise in responding to the needs of the learners.

FORM:

This will be evident in the work completed by pupils, marking feedback, questioning and observations of pupils learning. There is no detailed formal recording procedure

involved in this formative assessment, the expectation is however to find evidence that this assessment has been acted upon.

EVIDENCE:

The only formal evidence of this will be the highlighting of National Standard Grids that we have established for expectations in Reading, Writing and Maths. In the Autumn Term teachers will highlight achievements in pink, orange in Spring Term and green in the Summer Term.

- In school summative

PURPOSE:

For pupils – This will provide feedback to pupils on how well they have understood their learning over a period of time.

For parents – When this is discussed with parents it will inform them about their child's learning over a period of time and support identification of successes and next steps.

For teachers – Teachers have the opportunity to reevaluate after a period of input so that they can identify any learners not retaining the new knowledge and understanding as well as those accelerating. Medium term plans can then be amended accordingly and interventions put into place to support learners.

For the Senior Leadership Team – This will be used to monitor cohorts and identify where intervention is needed. Particular attention will also be given to groups of vulnerable learners and how they are achieving compared to others.

FORM:

This will take place through testing in Reading, Writing and Maths that will occur in November, March and June. Results in the form of scaled scores will be presented to the Senior Leadership Team. As well as scaled scores teachers will be expected to take into account their in school formative assessment to provide a judgment per pupil on Working Towards National, at National or Above National Standards.

EVIDENCE:

The evidence will be in the internal data tracking reports and analysis. This information will be acted upon through school action plans e.g. the termly RAP.

- Nationally standardised

PURPOSE:

For pupils and parents – This allows them to see how their children perform against others Nationally. It also indicates to parents the performance of the school.

For teachers – The testing can help teachers to understand National Expectation and how their pupils perform against it.

For the Senior Leadership Team – The team can use the evidence to evaluate the schools performance against others in the Local Authority, Similar Schools and Nationally. The details of the results will inform action planning for the forthcoming academic year.

FORM:

The school will follow the guidelines set out for delivery of end of Key Stage 2 testing.

EVIDENCE:

The results of the end of Key Stage tests will be rigorously analysed by the school. Results of the analysis will impact upon school development planning.

- **Supporting SEN learners with our Assessment procedures**

The evidence of outcomes for our SEN learners may not only come through the types of assessment outlined above. Smart targets will be sent for individual learners on their IEP's which can relate to well being, fine and gross motor skills as well as curricular content. Achievement of these targets will be referenced on the IEP and through tracking systems and case studies kept by the SENCO.

- **Our belief in a 'Mastery Curriculum'**

All of the above assessment formats will take place with an emphasis upon a 'mastery curriculum'. We believe that ALL children can attain a high standard. The systems we use for assessment will support our aim for the children to have a deep conceptual understanding of the content they learn and an ability to apply it in a range of contexts. The mastery curriculum will be offered to ALL of our learners.

6) Implementation

- **How have we engaged pupils, parents and governors in the implementation of assessment without levels?**

Pupils – Pupils are aware of the removal of an assessment system with levels. They have ownership of their next steps with their own personal copies of National Expectation set out by the school.

Parents – We informed all parents of changes to the curriculum and assessment with a letter at the start of the 2015/2016 academic year. Parents were invited to attend a workshop that we held jointly with Newport Infant School to provide them with more information about changes to Curriculum and Assessment. At Parents Evenings teachers discussed new assessment procedures with parents.

Governors – Meetings with governors to reflect on School Improvement occur at least termly. Senior Leadership have ensured that governors are informed of the government guidelines, the New Curriculum and how the school is working with other stakeholders to develop a system for assessment. Governors have asked challenging questions about our systems to ensure that rigour and accountability is maintained.