



## Oldfield Park Junior School

### Assessment Policy

	Date	Author(s)	Notes
Drafted	1/12/15	SLT	
Shared with SLT	7/12/15	SLT	Amendments made
Shared with Staff	8/12/15	SLT	
Adopted	8/12/15	SLT	To be reviewed in T3
Reviewed	12/9/16	SLT	Reviewed and amended
Reviewed and updated	12/9/17	SLT	Inclusion of reporting data at end of T2 and T4 following PUMA and PIRA tests
Reviewed and updated	9/18	SLT	Use of previous SAT papers for Y6

This policy to be reviewed annually by the SIPP Committee and FGB and read in conjunction with the Marking and Feedback and Teaching and Learning policies.

## Introduction

At Oldfield Park Junior School we believe that assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”

*Assessment for Learning: Assessment Reform Group 2002*

## Aims

- ❁ To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress.
- ❁ To provide information to inform the school's strategic planning.
- ❁ To gather information to inform teachers' planning.
- ❁ To track individual, group and cohort progress.
- ❁ To allow children to be involved in their own learning.
- ❁ To inform the Governing Body of the school's standards and achievement.
- ❁ The positive achievements of a child may be recognised and the next steps are planned.
- ❁ Learning difficulties can be identified more quickly and appropriate help given.
- ❁ The overall achievements of the child can be recorded systematically.
- ❁ The school and child's achievements can be monitored.
- ❁ The legal requirements for record keeping, assessing and reporting can be met.

## Effective Assessment

At OPJS we believe 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.

## Co-ordination of Assessment

The Head of English and Head of Maths work closely with the Headteacher and Deputy Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress as part of the Headteacher's report. The nominated Governors for Pupil Progress (as Chairs of the SIPP Committee) are Mr Mark Gunning and Mrs Clare Hudson.

## Key Features of Assessment at OPJS

### **Day to day (Assessment for Learning/ AFL)**

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

### **Periodic**

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of each area and genre.

### **Transitional**

This is the formal recognition of achievement:

- Key Stage 1 and 2 SATs
- Interim and end of year reports

### **Management Information Systems**

At OPJS we use School Pupil Tracker (SPTO) to record and track pupil progress throughout all year groups. Teacher Assessments are recorded on the system as are test results. PUMA and PIRA tests are used three times a year in SPAG, Reading and Maths. NFER tests are used at the start of the academic year as a baseline and at end of Term 6 to inform Teacher Assessment and benchmark nationally. Writing is ongoing assessment through weekly Big Write sessions. Pupil progress is monitored each term via Pupil Progress Meetings whereby the Heads of English and Maths attend as does the Special Educational Needs Coordinator (SENCo) and Headteacher

(HT). At the end of Term 6 the Senior Leadership Team (SLT) analyses individual, group and cohort pupil progress throughout the school.

### **Target Setting**

School Pupil Tracker generates targets for end of year results in relation to KS1 SATs results. These targets are used to track progress coupled with the school's aspirational school targets of 85% combined.

### **Reported Targets**

Targets are agreed at the start of the year and form the basis of a Performance Management target for all teaching staff.

### **Curriculum Targets**

Curriculum targets are set on SPTO for Reading, Writing, Speaking & Listening and Maths. These aspirational targets are shared with pupils and parents and take into consideration child's previous attainment and expected progress.

### **Pupil Progress Meetings**

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings (PPM) take place during Terms 1 (as part of Teacher Appraisal/PM meeting), 3 and 5. Teachers complete grids prior to the meeting highlighting interventions and areas of concern.

### **Tracking**

ALL pupils are tracked throughout the year and are discussed at PPM meetings.

Focus groups include:

-  Pupil Premium pupils
-  SEN pupils
-  Targeted Ability Pupils (HAP/MAP/LAP)
-  English as an Additional Language (EAL) pupils

### **Key Stage SATs analysis**

The Heads of Maths and English analyse results using:

-  Fischer Family Trust Data
-  Raise Online
-  School Pupil Tracker data

Analysis is reported to the Headteacher and Deputy Headteacher and Subject leaders analyse results and analyse any gaps. Findings are incorporated into the School Development Plan. Analysis is reported to:

-  Governors
-  Staff
-  Palladian Academy Trust Lead Headteachers and Committees

### **Reports to parents**

A data report is sent to parents at the end of Terms 2 and 4. At the end of Term 6 a report is distributed that gives details of work covered, achievements, end of Key Stage Test and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level.

### **Parent/Carer Consultations**

Two Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions throughout the year and an open evening for parents to view their child's work and classroom. Information available to parents at parents' evenings will include books, teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

### **Assessment Procedures**

#### **Year 3-5**

- 📌 Baseline NFER assessment undertaken in Term 1.
- 📌 Ongoing assessment of pupils against year group expectations which is inputted onto SPTO. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- 📌 Terms 2 and 4 – PUMA and PIRA tests implemented and results subsequently inputted into SPTO and recorded and analysed.
- 📌 Term 6 - Pupils will be assessed using NFER, PUMA and PIRA tests. Results will be inputted onto School Pupil Tracker. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- 📌 Class teachers discuss pupil progress with next teacher using set proforma.

#### **Year 6**

- 📌 Baseline SAT assessment undertaken in Term 1
- 📌 Ongoing assessment of pupils against year group expectations and results will be inputted onto SPTO. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- 📌 Terms 2 and 4 – SAT and SAT tests implemented and results subsequently inputted into SPTO and recorded and analysed.
- 📌 Term 5 – National KS2 SATs administered.
- 📌 Term 6 – SATs Results and teacher assessments will be inputted onto School Pupil Tracker Manager. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.

**Foundation Subjects**

Assessment of the Foundation subjects is dependent on subject. A number of subject assessments are recorded onto SPTO with a view that all subjects will be by the end of this academic year.

**Marking**

Teachers in the School use a common policy for marking work which is fully understood by all staff - see separate 'Marking & Feedback policy'. The Marking Code is included in the children's Maths and Theme books.

**Conclusion**

Assessment at OPJS is intended to be used appropriately, with transparency and to enable every child to reach their potential.