

Bishop's Waltham Junior School

ASSESSMENT POLICY

Principles:

Teacher assessment is first and foremost about helping children to learn and make progress. Whilst there is a strong emphasis on assessment of the core subjects of English and Mathematics, we also believe that assessment should recognise all educational achievement. Not all learning is assessed and recorded but assessment against key age related objectives is carefully tracked.

Aims:

- To ensure that children are aware of their achievements and that they know what to do next to make progress in their learning
- To ensure that planning and teaching meets the needs of all children
- To have a consistent approach that enables comparison of school progress and attainment with national standards.

Forms of Assessment:

At Bishop's Waltham Junior School we understand that there are four different forms of assessment:

1. **Tracking:** which involves a comparison of current and past attainment of a particular child (in Reading, Writing and Mathematics) and which identifies whether they are: below, close to, secure or beyond the national expectations for their age
2. **Summative Assessment** of learning: which includes end of year (QCA Y3/4/5) and statutory assessments made at the end of Key Stage 2
3. **Formative Assessment** for learning: based on day-to-day assessments of children's attainment (against phase objectives)
4. **Diagnostic Assessment:** used to provide specific information relating to children's strengths and weaknesses.

Tracking:

Tracking of attainment and progress in reading, writing and mathematics is carried out using the Hampshire Assessment Model (HAM) and associated spreadsheet software. Tracking occurs at 4 “milestone” points in the year:

- 1) November: Around the 9th week of the school year
- 2) February: Around the 18th week
- 3) April: Around the 27th week

At these points, teachers will ‘**Strategically stop and think,**’ and using evidence in pupil books and progress made in lessons/towards phase objectives – use their professional judgement to determine whether a pupil is on track to achieve the end of year Age Related Expectation.

- 4) July: End of school year – have pupils’ demonstrated security and individual competence against the Key Performance Indicators for their year group?

At each of these milestone points, children’s attainment is recorded as either “below,” “close to,” “secure” or “beyond” in relation to the expectations for their age (Age Related Expectations or ARE). Children assessed as “close to” in an objective or domain will be expected to achieve it by the next milestone. For most children, these assessments will be made using Key Performance Indicators (KPI’s). Children whose attainment or progress gives any cause for concern will be assessed against a wider range of indicators in order to identify areas of need.

The Hampshire Assessment Model is based on the principle of journey towards “mastery” with the aim that children will “keep up” rather than having to “catch up” with their year group expectations.

As the year progresses, children are expected to move from being “apprentices” through to “competency” and then onto “experts” in the associated learning objectives for their year group.

Objectives assessed at the first milestone are those that are easier to attain and children may still require some adult support and structure with achieving them. By the end of the year, children will need to be fluent, independent and able to work across a range of subject domains and contexts in order to be assessed as secure.

Information from tracking documents will be used in at least termly Pupil Progress meetings in order to identify and agree provision for target groups of children. Tracking documents will also help to inform target setting as part of the Performance Management Process. The Leadership Team will conduct scrutiny and analysis of data from the tracking documents in order to identify where further support, development or training might be needed. This will be shared with Governors through the School Improvement Committee.

Summative Assessment:

Summative assessments are made at the end of each school year for the core subjects of English, Mathematics and Science.

The Hampshire Assessment model enables the conversion of end of year tracking assessments into summative statements for reading, writing and mathematics which will classify children's attainment in these areas as "beyond", "secure" or "below" the Age Related Expectations (ARE).

In relation to AREs, children will be classified as "beyond" if at least 50% of the domains in the subject are judged as 'beyond' - with the remaining being at least secure. A "floor standard" of 65% achievement of the national standard has been set for 2016 and a "challenging aspiration" of 85% has also been set. This is the % of pupils leaving Y6 secure in the ARE for reading, writing and mathematics combined. This is expected to rise in subsequent years. This summative record will be used to inform end of year reports to parents of children in Years 3-6.

National Summative Assessments are made as part of the statutory testing arrangements for the end of Key Stage 2.

At the end of Key Stage 2 (Year 6), from 2016, children will have the following tests:

- 1) Reading
- 2) English Grammar, Punctuation and Spelling (EGPS) Paper 1 – short answers
- 3) English Grammar, Punctuation and Spelling (EGPS) Paper 2 – spellings
- 4) Mathematics Paper 1 – Arithmetic (written paper)
- 5) Mathematics Papers 2 & 3 – Mathematical Reasoning

These papers are externally marked and from 2016 results will be expressed as Scaled Scores. These results will be reported to parents.

Teachers will also submit their own teacher assessments of reading, writing, mathematics and science based on the children's work/progress over the course of the year. Interim arrangements have been published to support and enable teachers to make these judgments.

Children may be exempt from these statutory tests if they are working below the level of the tests or unable to access them. The decision to exempt children will be taken by the Head teacher in consultation with teachers and parents.

Summative assessments for other subjects are made at the end of units of work. Teachers will record attainment against the relevant objectives from the national curriculum or scheme of work for (R.E.).

Formative Assessment:

Assessment for Learning involves using assessment in the classroom on a lesson by lesson and day to day basis to help raise children's achievement. It is based on the idea that children will improve most when they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Effective Assessment for Learning happens all the time in the classroom. Assessment for Learning is also supported by the marking of children's work and ongoing forms of feedback given to the children (see Marking & Feedback Policy). Teachers will plan, teach and assess pupils progress using carefully designed (age related) phased objectives against the various domains of learning in reading, writing and mathematics.

In using Assessment for Learning strategies, our teachers:

- are clear about what all children know, understand and can do in all areas of learning
- ensure that children know what they are supposed to be learning, what they have achieved and how they can improve
- regularly provide children with the chance to reflect and talk about their learning and progress against targets with others
- use a range of assessment methods when assessing learning e.g. direct observation, discussion with pupils, tests, self and peer assessment
- use the results of assessment to inform planning and lesson development
- ensure that other adults working in the classroom are clear about their role in assessing children's learning and work together.

Diagnostic Assessment:

Where appropriate, we undertake assessments of a pupil's strengths and weaknesses to inform a specific programme of learning. This process is led by the SENCO and put into action by teachers and support staff.

The periodic use of the GRT/Salford Reading Tests, Vernon Spellings Test and Sandwell Maths Tests help to identify children who may need additional support or challenge in these areas. They also provide a measure of progress for children who are part of intervention programmes.

Target Setting:

With the transition from a levels based system of assessment, the necessity of ensuring progress and making children aware of their targets are areas for development. At this stage, we are advised by HIAS (Hampshire Inspection and Advisory Service) that expected progress will mean that almost all pupils who achieve their ARE will remain at ARE in subsequent assessment points and that those who are "beyond" remain so.

To make more than expected progress a "significant" proportion of children who are not at ARE will reach ARE. Across KS2, the expectation is for at least 85% of children to stay on track across all year groups (however, this is cohort dependent). Where ARE achievements are below 85%, the percentage on track should hopefully increase over time.

The school has begun working on developing Standards Files, through moderation activities, to help teachers with making assessment judgements and, with further advice from HIAS, will work on making the new assessment objectives more accessible for children. In the interim, day to day Assessment for Learning including marking and feedback will be important in helping children to know what they have achieved and their next steps.

Involving Parents:

At termly meetings, parents will be informed of the progress their children are making and about whether they are on track to achieve the ARE. Teachers will identify aspects parents can help to support at home. The annual written report to parents will include information about whether children are "below", "close to," "secure" or "beyond" in the ARE's for reading, writing and mathematics. Parents will be informed about the changes to assessment. The annual report will also give information about progress and effort in all of the other subjects.

Children with Special Educational Needs:

Pupils with SEN are expected to remain at ARE in areas that are unaffected by their needs. Where their needs prevent the attainment of the ARE, children will have personalised objectives in their Education Health Care Plans (EHCP) or IEPs and assessments will be based on these.

Monitoring:

Teachers' assessments are moderated across the school in termly Staff meetings to ensure parity of judgements. Teacher assessment at the end of Key Stage 2 (writing only) is subject to external moderation by the Local Authority on a four yearly cycle. In years where there is no external moderation, teachers attend county moderation meetings where groups of teachers moderate each other's assessments to achieve consistent judgements.

Senior Leaders and Subject Leaders will also conduct monitoring of assessment through regular work scrutiny and analysis. New teachers will be supported by their mentors in making assessment judgements.

The school will also participate in moderation meetings with schools from across the pyramid.

Appendix 1 – Assessment Timetable

Ongoing Assessment	Autumn Term	Spring Term	Summer Term
On-going formative assessment through: marking, observation, target setting, informal discussions	<p>Senior Leadership Team and Subject Managers analyse national data and compare with school outcomes</p> <p>Performance Management targets set with awareness of cohort data from Summer term</p> <p>Milestone 1 tracking completed by teachers (around week 9)</p> <p>SLT work and planning scrutiny and analysis of tracking data to identify trends, areas for development, vulnerable groups. Implement any support needed. Report to Governors</p> <p>Pupil Progress meetings</p> <p>Staff Meetings to moderate assessments (children “not on track”) – create standards files</p>	<p>Milestone 2 tracking (Feb) completed by teachers.</p> <p>SLT and Subject Managers work scrutiny and data analysis and review of provision.</p> <p>Pupil Progress Meetings</p> <p>Performance Management review</p> <p>Assessment moderation Staff Meeting (selection of “on track” children)</p>	<p>Milestone 3 – April (around 27th week)</p> <p>LA moderation visits/meetings</p> <p>May – Key Stage 2 statutory tests</p> <p>June – Y3/4/5 QCA Assessments in SPaG, reading and mathematics</p> <p>June - Staff meeting – moderation of selection of children likely to be “beyond” ARE</p> <p>July – final Milestone – summative data</p> <p>Written reports to parents</p> <p>Analysis of end of year data including results of statutory tests – report to Governors.</p>

Appendix 2 – Completing the Hampshire Spreadsheet

Assessment takes place on four ‘milestones’ throughout the year: November, February, April and July. At each milestone, we assess children’s attainment by looking at the Phase Objectives for every phase that has been taught so far.

Each Milestone requires a **Stop & Strategic Think** assessment.

At each milestone, use the phase documents, children’s books, conversations and any other evidence to decide where a child is in relation to the end of year expectations. The decision about whether a child is on track to meet their end-of-year expectations can only be a teacher’s judgement. In order to be judged as secure at the end of the year, pupils will need to be fluent, independent and competent against the expectations for their age group.

At every milestone, teachers will need to make a judgement about whether children are ‘Below’, ‘Close To’, ‘Secure’ or ‘Beyond’ across each domain in reading, writing and maths. The tracking software will then collate all this data and produce a range of individual and class / year group reports at different points in the year.

Being ‘Secure’ (On track at the various milestones)

At Milestone 1: (November)

Between September and November, children should be revisiting and demonstrating their security and mastery of the previous year’s Key Performance Indicators. They will then go on to cover the phase one objectives. By milestone 1, you would expect pupils to still make some errors in their work or in their level of understanding, and to perform better when close to site of instruction, or when things are clearly modelled (or if they have access to appropriate models, images and resources).

If a child is at this point, they are deemed ‘**on track**’ to meet their end of year expectations. Because of this, they are secure at this point in time.

At Milestone 2: (February)

A child at this milestone should have made healthy progress between November and February. They should be confident (and ‘competent’) in meeting the phase 1 objectives more independently, and they should be developing their knowledge and understanding of the objectives from phase 2 near the site of instruction. If a child is at this point, they are deemed ‘**on track**’ to meet their end of year expectations.

Because of this, they are secure at this point in time.

At Milestone 3: (April)

A child at this milestone should have made healthy progress between February and April. They should be confident in meeting and demonstrating application of the phase 1 objectives independently, and they should be increasingly competent in meeting the objectives in phase 2.

Their understanding of the phase 3 objectives will probably be less secure, but they should be able to use them near the site of instruction. If a child is at this point, they are deemed '**on track**' to meet their end of year expectations.

Because of this, they are **secure** at this point in time.

At Milestone Four (July – end of the Academic Year)

Between April and July, the child should be consolidating and deepening their understanding and application of the objectives across all three phases, filling any gaps that may have arisen throughout the year. They should also be working towards mastery in the Key Performance Indicators.

By the end of the year, children will need to be fluent, independent and able to work across a range of subject domains and contexts in order to be assessed as secure.

So – a child who is achieving well may be judged as 'secure' at each milestone. This may not look like it shows progress, but it does: secure has a different definition as the year goes on.

What if a child isn't 'Secure'?

If a child does not fit the criteria above, the teacher will need to judge how close they are. If a child is marked as 'Close To', the expectation is that they **will** be able to close the gap before the next milestone. Hampshire Model recommends that pupils shouldn't be marked as 'Close To' in the same domain across two consecutive milestones.

In relation to AREs, children will be classified as "beyond" if at least 50% of the domains in the subject are judged as 'beyond' - with the remaining being at least secure.

Appendix 3 – Summative End of Year Assessment

In the summer term of the academic year, summative tests are carried out in each year group. The following table sets out the nature of those tests.

	Year Three	Year Four	Year Five	Year Six
	Optional tests purchased from Testbase.	Optional tests purchased from Testbase.	Optional tests purchased from Testbase.	Statutory tests supplied by the DfE.
English – Reading	1 hour written paper			
English – SPAG	30 minute written paper Spelling test (untimed – approximately 15 minutes)	40 minute written paper Spelling test (untimed – approximately 15 minutes)	45 minute written paper Spelling test (untimed – approximately 15 minutes)	45 minute written paper Spelling test (untimed – approximately 15 minutes)
Mathematics	30 minute arithmetic paper 40 minute reasoning paper	30 minute arithmetic paper 40 minute reasoning paper	30 minute arithmetic paper. 2 x 40 minute reasoning papers	30 minute arithmetic paper. 2 x 40 minute reasoning papers