



Coppice Junior School

Assessment Policy

Committee with oversight for this policy:	Full Board
Policy ratified and adopted by Full Governing Body:	October 2022
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Policy due for renewal:	October 2023

Headteacher Mark Knowles _____ Date

Chair of Governors Jo Bromige _____ Date

Coppice Junior School- Whole School Policy for Assessment

This policy is a statement of the aims, principles and strategies for assessing and tracking pupil performance at Coppice Junior School.

1.Aims

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

3. Purpose of Assessment

- To improve teaching and learning by identifying gaps in learning and clear next steps for pupils.
- To establish shared values and principles so as to maintain consistency of practice and promote continuity of learning
- To ensure that every pupil has any achievements recognised and acknowledged.
- To provide information on attainment to intervene and support pupils that are exceeding or not meeting expectations.
- To provide information on the progress of pupils to identify provision needs.

Information derived from assessment can be:

Formative – positive pupil achievements can be recognised, discussed and taken to a further stage.

Summative – the overall achievement of a pupil is recorded in a systematic way in accordance with the individual subject guidance.

Diagnostic – specific aspects of a pupil's learning may be recognised and appropriate help and guidance provided.

Evaluative – the school can identify areas which need extra resources or where changes are required.

Informative – making others, such as parents, governors and the LA, aware of progress being made.

For professional development – involvement in the process of assessing pupils' work with other colleagues helps to evaluate their own work and gain access to new ideas and approaches.

4. Assessment approaches

At Coppice Junior School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At Coppice work is marked in line with the marking policy and pupils are given feedback and next steps (gap tasks) to help correct any misconceptions and move on learning. Pupils self-mark, using purple pens, to provide them with instant feedback on their work. Self and peer assessment are used to support learning. Teachers and support staff use questioning and observations to build up a picture of pupil achievement.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

At Coppice we use *educater* as an assessment tool to track and monitor achievement and progress.

Reading, Writing, Maths and SPAG

Every ½ term (from September 2017) Teachers input stars to show achievement against a particular statement.

1 star – The pupil is able to do this with support

2 stars- The pupil is able to demonstrate this in lessons when working independently

3 stars- The pupil has a good understanding of this and has embedded the skill.

The number of stars awarded to each pupil provided teachers and leaders with information about the step that pupils are working at.

Year 1 step 16-18

Year 2 step 19-21

Year 3 step 22-24

Year 4 step 25-27

Year 5 step 28-30

Year 6 step 31-33

Expected progress

Pupils are expected to make 3 steps progress every year (one step a term)

Accelerated progress

Accelerated progress is 4 or more steps a year.

Interventions and additional support

At the start and end of every intervention a snap shot of achievement is taken to judge the impact of the intervention program.

Moderation

Teacher assessments are moderated regularly in school, with in the local collaborative and at the LEA moderation meetings. End of KS writing levels are moderated biannually by LEA moderators.

Foundation Subjects

Achievement is recorded on the planning grids.

Red- Not taught or not achieved by most pupils.

Amber-most children achieved the objective

Green- All children achieved the objective. (with odd exceptions noted)

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Times Tables check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2

5. Collecting and using data

Data recorded on Educater in analysed ½ termly. The analysis is created by and shared with teachers and SLT at pupil progress meetings. Interventions and requirements for teachers to focus on particular pupils during quality first teaching strategies are identified in these meetings.

Only data required for the enhancement of learning in the school is collected so as to not over burden staff work load.

Formal testing for Reading and Maths occurs once a term and NFER and white Rose tests are used for this assessment.

6. Reporting to parents

Pupils achievement and progress is reported to parents at parents' evening,

Annual reports to parents must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record
- The results of any public examinations taken, by subject and grade

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Teachers have been trained on how to use the educater system and are supported in using it by the assessment lead.

Moderation takes place regularly and work is moderated both internally and externally.

SLT monitor the need for additional teacher training.

Responsibility :Headteacher and assessment lead.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers are responsible for following the assessment procedures outlined in this policy

8. Linked policies

This assessment policy is linked to:

Curriculum

Curriculum Policy

Teaching and learning policy

English policy

Maths policy