



HALFWAY JUNIOR SCHOOL



Assessment

December 2015

Review: Dec 2016

“Supporting Each Other to Achieve Success for All”



<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
A.Carter	<u>March 2015</u>	<i>Staff- March 2015 Governors - March 2015 Available to all stakeholders on website- April 2015</i>
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Principles and Aims (1)

At Halfway Junior School we believe that assessment is an integral part of effective teaching and learning and at the heart of this is children's achievement. This assessment policy is designed to support the teaching and learning to enable secure and robust procedures are in place so they impact positively on the achievement and progress for all groups of pupils in school. Inclusivity is very important to us; *'We support each other to achieve success for all.'* All assessments are conducted to ensure they are purposeful in order to inform high quality teaching and learning for every child. This policy has been designed in partnership with staff, parents and pupils to enable a collaborative approach to assessment throughout the school. We use a range of summative and formative assessments to support and enhance learning within our school and meet the statutory assessment requirements for the relevant year groups. We have a strategic school improvement plan in place that uses our assessments to ensure the best outcomes for all pupils.

Formative (AFL – Teacher Assessment)

Formative assessment is an integral part of all lessons, and is used to directly impact on teaching and future planning. Both verbal feedback and learning dialogue through marking allows the children to have a partnership in this process, enabling the best outcomes for the pupils.

Pupil conferences take place in school time every term, giving the teachers time to feedback to the children about their learning and to discuss and agree together next steps for learning. Targets are set at these meetings and are recorded in the learning passport which is then used daily in family learning time. Targets are reviewed regularly and relate to IEP targets for those pupils with SEN.

Summative (Data gathering from formal tests / STAT / assessments / SEN reviews)

Summative assessments support children's learning by identifying gaps in understanding and tracking progress. All children are catered for and included by providing for individual needs, but also challenging them to fulfil their potential without putting a limit on depth of understanding.

National expectations and progress descriptors are used alongside Sheffield STAT, to describe where the children sit within the national picture of assessing without levels. We assess children against age related expectations.

Teachers are required to submit data onto Otrack three times each year (more frequently for those pupils who are vulnerable); this package is able to create data pictures for the teachers to use when pitching lessons to meet the needs of the children and also taking into account the national picture of attainment.

Arrangements for the governance, management and evaluation of assessments (2)

Formative

We work collaboratively as an SLT, with our assessment lead, to ensure the policy is maintained and followed consistently within school. We share this with teachers through CPD, focused PDM and phase meetings. We monitor the effectiveness of our assessment practices through regular book scrutiny (undertaken by the subject leaders), lesson observations and pre and post teach to ensure all pupils are able to access the curriculum. Regular PDMs for moderation for each core curriculum subject helps ensure the consistency and accuracy of assessment judgements. As a school we advocate that our teachers are constantly reshaping lessons and learning activities so they best meet the needs of all learners in all lessons.

Summative

We meet all the statutory assessment guidelines. We monitor the effectiveness of our assessment practices to ensure our judgements are accurate and effective by termly pupil progress meetings (which are led by our assessment leader), half termly moderation meetings with staff (which are led by our SLT). End of unit assessments which are in line with national curriculum help inform the summative judgements for each teacher. Our termly pupil progress meetings include class teacher, support staff and learning mentors when appropriate so that a full and holistic view of the child and their needs can be discussed. Any pupils / groups identified as not on track are targeted for support. We use STAT as a planning tool to ensure that we are teaching to the current year group expectations. It has been agreed that all staff are teaching from the appropriate year group of the national curriculum to ensure that children are being immersed in age related expectations. This is the case for all children apart from the few pupils whose special needs require them to work from a bespoke curriculum with the correct support. SEN reviews for these children take place three times per year and are led by our SENCo (who leads across the city on SEN) and attended by teaching assistants, as well as teachers. The learning passport targets link directly to SEN review targets and vice versa.

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

Formative

At Halfway Junior School we strongly believe that formative assessment is key to making rapid progress in learning. Our marking policy is clear that it expects work to be regularly marked using two stars and a wish and that reflection time ('green pen' time) is embedded into classroom practice and children are expected to respond to written feedback in green pen.

Teachers use a range of formative assessment techniques to ascertain whether a child has understood or achieved the learning. This could include: verbal feedback, probing questions, observations, quizzes, peer and self-assessment. Common misconceptions are addressed in lessons so children are confident in their learning. Teachers are encouraged to use AfL to reshape lessons and flexibly group pupils, so that learning is embedded.

Staff delivering targeted interventions work closely with teachers, the SENCo and Assessment lead to regularly feedback impact and share knowledge of the child and next steps.

Evidence is collected from a number of sources to support our teacher's formative assessment: observations in lessons, written work in books, informal tests and independent writing sessions. With the changes in national assessment systems, we acknowledge that evidence in books will be a key assessment tool. This information is then shared with SLT each half term. Data is shared with governors through head teacher's reports, data reports to the data link governor and the school improvement committee each month. Information is shared with parents at termly parents in partnership meetings and annual written reports. These assessments help to inform parents where a child's strengths and weaknesses lie and help set targets for improvement.

Pupil conferences also take place every term. During these sessions every child spends quality time with their class teacher to discuss their learning, achievement, progress and any other matters that may arise. Targets are set during these conferences which are then recorded in the learning passports, which are updated every 3 weeks and used in family learning time.

Summative

At Halfway Junior School we use summative assessment to evaluate pupils' learning and progress at the end of a period of teaching. This allows teachers to modify plans and future plans for different cohorts of children and ensure they are meeting all their needs.

All pupils are assessed every term in reading, writing, SPaG (spelling, punctuation and grammar) and maths (*see Appendix 1 for further guidance*). We assess using STAT and the National Curriculum but we have also recently invested in a writing assessment tool which has standardised examples and clear success criteria for ARE in writing. (This is supported by our SLEs who are working on a city wide initiative on assessment and moderation.) This assessment data is entered onto the school's tracking system, and onto pupil tracking sheets. These tracking sheets are colour coded with the child's name in the colour of their end of year target so that no child falls behind their potential, including those who entered at a 2a/3b and should be expected to deepen/ embed their learning by the end of the year/ key stage. Data is then analysed by senior leaders, middle leaders and class teachers to ensure that it has a positive impact on teaching, learning and achievement.

Children new to English are assessed using Sheffield STAT steps linked to 'S' levels. S levels for maths assessment are used where appropriate.

The progress of some pupils with SEN are shown through 'P' levels, as well as other assessment tools (e.g. B squared) to reflect their progress and to help identify next steps. Foundation subjects are assessed using a skills based progression which we have adapted to reflect expectations in the new National Curriculum. This will be reviewed as more national guidance becomes available. Foundation subject assessment is reported to parents through the annual written report in July.

We also set aspirational, yet realistic end of year targets for all our pupils. These are created by the SLT who use KS1 data as a starting point and plot the child forward to the end of Y6 target. This is then back tracked to set targets for the end of each year that the child is here at Halfway Junior School. Any pupils / groups identified as not on track are targeted for support. Likewise, those pupils who are deemed as more able are identified and given opportunities to deepen their learning and appropriate support is put in place so that all children reach their potential.

Progress and attainment in year is tracked alongside progress and attainment from KS1 scores. Progress towards targets set is also tracked. End of key stage targets reflect a greater percentage of pupils at ARE, indicating the school's high expectations for all pupils and a continued determination to close gaps.

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

In September 2015 assessment procedures changed nationally. Because of this we have made sure that we have planned in purposeful and regular CPD opportunities for all our staff to help make a smooth transition to assessment without levels. Our CPD is planned to ensure that teachers are able to conduct assessment competently and confidently in this new assessment landscape. It is essential that all judgements are accurate and we seek regular moderation opportunities to make sure that our judgements are in line with other schools through placing a high importance on our CPD being a range of: in school, across school, across key stage, within our federation, family and locality and we have prioritised it into the following sections:

Mastery

Mastery CPD in maths is in place for staff at Halfway Junior School alongside colleagues from Shortbrook Primary (federation partner) and Halfway Infant School (our main infant feeder school).

Our SLEs, middle leaders and SLT attended CPD throughout the year on mastery in maths, as well as observing for mastery in lessons. Key issues from these conferences are always then fed back to the SLT and staff through a series of PDMs, which then in turn forms part of our SIP.

We are developing a mastery curriculum in all subject areas and appropriate staff CPD will build staff knowledge and skills during the course of the year.

Moderation for ARE

We were the host school for both the KS1 and KS2 new assessment conferences for the locality. Our SLEs and middle leaders organised these days and led workshops for colleagues from across our locality.

Moderation of assessment to ensure accuracy is key. Each year group will be working with an external consultant as part of the family of schools teaching and learning group. The main focus will be moderation of writing across the family of schools and the creation of agreed standardised folders.

Our SLEs are working on city wide initiatives on assessments and moderation and their expertise is quickly built into school practice across the curriculum, through focused PDMs. We also moderate on entry assessment with our main feeder infant school to ensure a smooth transition for pupils.

There are also regular joint moderation PDMS with our federated school (Shortbrook Primary) to moderate assessment of maths.

Transition

We work very closely with our main feeder schools, Halfway Infant School and Westfield Secondary School to ensure a seamless learning journey for our children and families. This includes close collaboration between Y2 and Y3 teachers and Y6 and Y7 teachers to

moderate assessment judgements together and to share understanding about the needs of every child.

Appendix 1 – A guide to assessment for teachers. (5)

At Halfway Junior School we expect all lessons to include elements of formative assessment. We expect to see our staff using a variety of AfL strategies to support and develop learning.

Day-to-day in school formative assessment;

- A flexible grouping approach to all lessons, so children can work at a level determined by their understanding of that concept at that time
- A range of questions (planned for and adhoc) that can elicit understanding of content and skills
- Marking and feedback policy uses verbal and written feedback to children that they reflect on and is used to determine next steps or deepen understanding
- Teaching assistants feed through observations/ assessments and discussions to planning for subsequent lessons
- Children with SEND are given opportunities to access the learning through pre-teaching, personalised support in lessons, adapted resources and strategic interventions.
- Use of individual whiteboards and talk partners to share ideas and thinking enables teaching staff to assess understanding quickly and respond accordingly.

In school summative assessment;

At Halfway Junior School we use summative assessments to gather our assessment judgements. We gather data every term for reading, writing, maths and SPaG and termly for foundation subjects. However, this is gathered more frequently for those children who are at risk of not meeting their end of year targets. We use a range of assessment tools and techniques to support us when we make our judgements.

The tables below show when and how assessment judgements are taken for each phase in school.

<i>In school summative assessment</i>					
	Reading	Writing	SPaG	Maths	Foundation
Term 1	STAT records for guided reading groups. SEN – B squared Salford reading test and phonics screen for target children Book band tracking	'Cold and 'hot' writing tasks to assess independent writing using STAT and moderate samples in staff meeting and with FoS. SEN – B squared Use Focus ARE Writing	Use STAT and national curriculum to assess spelling (national curriculum used as basis for planning differentiated groups) assessment materials SEN – B squared	Use STAT to assess outcomes and moderate books in staff meeting. SEN – B squared	Use topic books and highlighted coverage grid /skills progression to evaluate outcomes and assess according to NC document.

		tool			
Term 2		'Cold and 'hot' writing tasks to assess independent writing using STAT and moderate samples in staff meeting and with FoS. SEN – B squared Use Focus ARE Writing tool	.Use STAT and national curriculum to assess spelling (national curriculum used as basis for planning differentiated groups) assessment materials SEN – B squared	Use STAT to assess outcomes and moderate books in staff meeting. SEN – B squared	Use topic books and highlighted coverage grid /skills progression to evaluate outcomes and assess according to NC document
Term 3	STAT records for guided reading groups. SEN – B squared Salford reading test and phonics screen for target children Book band tracking End of term test	Cold and 'hot' writing tasks to assess independent writing using STAT and moderate samples in staff meeting and with FoS. SEN – B squared Use Focus ARE Writing tool	Use STAT and national curriculum to assess spelling (national curriculum used as basis for planning differentiated groups) assessment materials SEN – B squared.	Use STAT to assess outcomes and moderate books in staff meeting. SEN – B squared End of term test based on national curriculum expectations	. Use topic books and highlighted coverage grid /skills progression to evaluate outcomes and assess according to NC document Grid shared with next teacher

Nationally, standardised summative assessment;

- KS1 – end of key stage tests (SATS)
- KS2 – end of key stage tests (SATS).



