



## Sundon Park Junior School

### Assessment Policy

We believe that effective assessment provides information to improve planning, teaching and learning. Assessment should be based on the professional judgements of teachers informed by a variety of evidence. A wide range of achievements within and outside of lessons should be considered so that the individuality of each child is reflected.

#### Aims

The aims of assessment at Sundon Park Junior School are:

- To enable all children to demonstrate their knowledge, skills and understanding through a variety of activities.
- For all children to understand what they need to do next to improve their work through next step marking and oral feedback.
- For teachers to have knowledge of the whole child, so that they are able to make informed decisions.
- To allow teachers to plan work that accurately reflects the needs of each pupil through both formative and summative assessment.
- To provide parents with information that enables them to support their child's learning through regular reports and written feedback.
- To provide the SLT and Governors with information that allows them to make judgements about the effectiveness of the school and to be able to hold teachers to account.

#### Planning for Assessment

Long term plans are used to show progression across subjects and across the school. They are a summary of the experiences children in each year group will have showing the context, the intended learning of knowledge, skills and understanding and the development of maths, English, ICT and thinking skills. From these, medium term plans will be drawn up and will also refer to learning objectives, success criteria, differentiation and assessment opportunities as well as other relevant information. Taking into account the specific needs of individuals and groups of children, teachers will then use these to produce short term plans for individual classes.

#### Formative Assessment

Formative assessment will be used to provide information to pupils about how they are doing and what they need to do next to improve. It will also allow teachers to plan lessons which are tailored to the needs of individuals and groups of pupils. Summative assessment information is likely to be generated at the same time.

Formative **assessment** evidence can take many forms, including:

- teacher observation
- LSA observation
- assessment tasks
- self-assessment
- peer-assessment
- questioning
- RAG rating
- pop quizzes etc.

The particular form of formative assessment will be chosen by the teacher dependent upon the learning objective and success criteria for the lesson as well as the nature of the task being carried out.

### **Learning Objectives and Success Criteria**

- Every lesson will have a learning objective and success criteria.
- The same learning objective, success criteria and context will be used for all pupils.
- The learning objective and success criteria will be context free.
- Learning objectives will be open, rather than closed, and therefore will usually relate to skills, rather than knowledge.
- The learning objective will be on show throughout the lesson from the point where it is most appropriate to introduce it.
- Where possible, pupils will generate the success criteria.
- Success criteria will be used for peer and self-assessment and for written feedback.
- English and maths success criteria will be added to the learning wall for future lessons in the series.
- Success criteria may be used for differentiation, for example, the least able may be directed towards particular ones, the most able may be directed towards others.
- In maths lessons, decision making will be incorporated into the success criteria if at all possible.

### **Assessment Grids**

Assessment grids (see Appendix A) for all Maths, English, Science and Topic lessons will be produced by the teachers and stuck into the relevant book by LSAs. The grids will include the following information:

- date
- learning objective
- context
- success criteria
- assessment criteria
- child evaluation
- teacher evaluation

The teacher will ensure that the grids are produced, glued in and used by the child to evaluate their work at the end of every lesson. The teacher will use the assessment grid to: evaluate the child's progress within the lesson; inform the child of what they have done well; identify areas for development and improvement.

### **Written Feedback**

Feedback to pupils is very important as it tells them what they have done well and what they need to do to improve further. Each medium term plan will include a clear statement of when written feedback will be completed. These should be used to help pupils to improve their work and should therefore usually be within the unit rather than at the end of the unit. The frequency of written feedback will depend upon the amount of teaching time allocated to a unit of work. As a rule of thumb, written feedback is given once for every three hours of teaching (although not necessarily at the end of the three hours). For example, if a unit of work is taught across one hour per week for six weeks then two lots of written feedback will be provided across the unit of work. If a unit of work lasts for two weeks (such as maths or English) then written feedback will be provided twice within that unit of work.

When providing written feedback the following guidelines must be adhered to:

- All written feedback should be positive and constructive.
- Give a +, = or - to indicate whether they are maintaining the level of their work, going backwards or improving. This is particular to the pupil and is not a judgement against anyone else in the class or national expectations.
- Use a purple pen or highlighter to indicate where the pupil has met the success criteria well - point out to them what they have done so they can look back at their own good practice
- Use a green pen to give next steps linked to the success criteria in all subjects except in the children's writing books where their next steps should be linked to improving GPS.
- Next steps should be differentiated and may take the form of:
  - A sentence or part of the work to be rewritten
  - More examples to be completed i.e. another calculation in maths
  - An idea to be expanded upon
  - A question to be responded to
  - An opinion to express etc.

Acknowledgement marking, which should be used in between providing written feedback, indicates that it the child's work has been seen by the teacher without the need for a written comment.

When acknowledgement marking the following guidelines must be adhered to:

- Assessment grids to be completed.
- Spellings to be identified.
- A tick or a cross in maths and where relevant in any other subject.
- Work initialled and dated by the teacher.

Additionally, a code may be added to indicate the nature of the way the work was completed (see Appendix B - Marking Codes)

- Comments about layout and presentation should be avoided unless they relate directly to the learning objective and success criteria for the lesson
- For **all** pieces of work looked at, highlight a maximum of three spelling mistakes which relate to personal or class spelling targets e.g. key words for the topic; spellings rules covered during 'spelling lessons'; frequent errors by that child; spellings for the week etc. Indicate a spelling error by putting 'sp' in the margin and underline the aspect of the word that needs correcting. In addition, use an appropriate strategy for that child to help them to learn the correct spelling or rule, e.g. write the corrected version at the bottom of the work for the child to write out three times.
- Whenever written feedback is given there must be an opportunity for the pupils to act on the next steps.
- The children should understand the codes that are used when teachers are providing written feedback therefore a copy of 'Marking Explained' (see Appendix C) should be displayed in all classrooms.

Homework should be marked in accordance with this policy. The teacher should decide which type of mark is the most appropriate. If the child has a good understanding of the concept an acknowledgement mark is acceptable. If the child has misconceptions, the teacher should decide on the action that is required i.e. discussion with the child or full mark.

### **Summative Assessment**

Summative assessment can be thought of in two ways: on-going assessment and periodic assessment. Both forms of assessment require teachers to record every child's attainment through our assessment scheme 'Herts for Learning' (HfL).

On-going assessment describes the assessment teachers carry out throughout and at the end of each unit of work in order to make an informed decision about the child's attainment.

- For reading, writing, GPS, maths and science this will be based on the HfL criteria.
- For other subjects, assessment will be recorded against the National Curriculum expectations.

Periodic assessment is the formal recording of attainment.

- It will be based on the evidence collected from on-going assessment and recorded half-termly for reading, writing, GPS, maths and science and twice a year for all other subjects, including speaking and listening.
- Children will be assessed against the HfL assessment criteria.
- Teachers will use the HfL grids for every child in order to make an informed decision about their step in learning.
- Periodic assessment data will be entered directly into SIMs by the deadlines published in the school calendar.
- Every effort will be made to ensure periodic assessments are accurate so that the attainment of every child never drops below that which they have previously achieved.
- Periodic assessment data will be used as the basis of Pupil Progress Meetings.
- Periodic assessment data will be shared with parents on termly reports.

Consistency is important so subject leaders will:

- Use local and national exemplification material for moderation and standardisation.
- Monitor assessments to ensure all teachers are marking to a consistent and accurate standard.
- Provide support for teachers, when necessary, to ensure accuracy and consistency.
- Work with colleagues to ensure consistency across phases.

## **Testing**

Throughout the year, every child will be expected to undergo diagnostic tests in maths, GPS and science. It is expected that teachers will administer and mark the tests as well as carry out a question level analysis (QLA). The tests are conducted in order to: ensure that the new curriculum is being embedded; inform teacher assessment; identify next steps in learning; set learning targets; inform medium and short term planning. The tests will be carried out at specified times throughout the year (see Appendix D).

## **Tracking Progress**

Periodic assessment data will be entered into SIMS by teachers, as they are responsible for recording pupil progress. On-going progress data will be recorded on HfL tracking sheets for all pupils for reading, writing, maths and science. Data will be analysed by class teachers ahead of Pupil Progress Meetings each term and will be used by teachers as evidence for their appraisal reviews. Teachers will be expected to have knowledge of the whole child and be able to say whether they are working above, at or below age related expectations and why. Progress that the child has made should be supported by evidence in their books. Although inaccurate data can be corrected in SIMS, it should be noted that a history of data entry/changes is kept by SIMS and therefore any alterations can be tracked.

Data analysis of identifiable groups including gender, SEN, EAL, ethnicity and Pupil Premium will be conducted after every data entry deadline by SLT. This data will then be shared with staff and presented to relevant authorities including governors and local and national government.

Subject leaders will also be responsible for: analysing data relating to their subject; identifying groups of children or specific areas that need to be targeted; using the data to report back to governors on the progress and attainment of children in their subject.

## Target Setting

Numeric targets will be set for each child in reading, writing, grammar, punctuation and spelling (GPS), maths and science. Each child will be expected to make at least three steps progress within a year, resulting in at least twelve steps expected progress across all four year groups. Children who are below age related expectations will be set a target of four steps, where they will be expected to make accelerated progress throughout the year. All targets will be set by the SLT.

Learning targets will be set for each child in reading, writing, grammar, punctuation and spelling (GPS), maths and science. These targets will be set by the class teacher and be shared with the pupil and their parents so that they know what their next steps in learning are and what they need to do to improve further. They will also be recorded at the front of each child's exercise book and discussed with the pupils on at least a termly basis. Progress against these targets will be shared with parents at parent consultation evenings and through written reports at the end of every term.

Targets will be set based on:

- KS1 performance
- Fisher Family Trust Data
- Knowledge of the child
- Ensuring at least good progress over time

## Monitoring and Review

The SLT and subject leaders are responsible for monitoring the implementation of this policy. This will be done in accordance with the published monitoring calendar.

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## Review

The Governing Body reviews this policy as required.

Agreed by Governors on 13/04/16

Signed by Chair of Governors:



## Appendix A - Assessment Grids

Maths example:

<b>Date</b>	09/12/15	
<b>Learning Objective:</b> To learn the order in which to solve calculations.		
<b>Context:</b> BIDMAS		
<b>Success criteria – Remember to:</b>	My evaluation	My teacher says
First solve the calculations within the brackets		
Next solve calculations that have indices		
Then solve division and multiplication calculations		
Finally solve addition and subtraction calculations		
<b>Assessment:</b> Uses their knowledge of the order of operations to carry out calculations involving the four operations <i>e.g.</i> $2 + 1 \times 3 = 5$ and $(2 + 1) \times 3 = 9$		

English example:

<b>Date</b>	9th December 2015	
<b>Learning Objective:</b> To learn to edit and improve		
<b>Success criteria - Remember to:</b>	My evaluation:	My Teacher says:
Proofread your work for spelling errors		
Proofread your work for punctuation		
Proofread your work for content		
Evaluate against your checklist		
Improve an area for development through redrafting		
<b>Assessment</b> Evaluates and edits own and others' writing against specific criteria for audience and purpose Uses the grammatical terminology when talking about own and other's writing		

## Appendix B - Marking Codes

These codes will be written by the class teacher to indicate the way in which the work was completed:

**D** = discussed with pupil

**GW** = group work

**GGW** = guided group work

**S** = completed with support

**CD** = class discussion

**R** = extra resources provided

**I** = Independent work when this is not normally the case

These codes will be written by the class teacher to show pupils that changes/corrections need to be made:

**sp** (spelling) in the margin and the incorrect part of the word underlined with a straight line and the correct spelling given = the spelling correction to be written out three times by the pupil in a convenient place in their book.

**bw** (better word) in the margin with the word underlined with a 'wiggly' line = a more effective/appropriate word to be written by the pupil in a convenient place in their book.

Teachers must model good presentation when marking the pupil's books e.g. using a pencil and ruler for crossing out mistakes and modelling good handwriting.

## Appendix C - Marking Explained (to be displayed in all classrooms)

### Are you improving?

Symbol	What it means
+	You have made progress
=	You have maintained your level
-	Your work is not at the same level as your previous piece

### How did you complete your work?

Symbol	What it means
D	Discussed
GW	Group Work
GGW	Guided Group Work
S	Supported
CD	Class Discussion
R	Resource provided
I	Independently

### Some marking will give you a task to do

Symbol	What it means	Your task
sp	You have made a spelling mistake. At the bottom of the page you will find the correct spelling.	Copy out the correct spelling three times.
bw	You can think of a better word to use.	Think of a better word and write it in an appropriate place on your page.
green comment	The teacher has identified an area for improvement.	Answer the question/comment that the teacher has written.

## Appendix D - Testing Schedule

Subject	Assessment Form
Maths	<ul style="list-style-type: none"> <li>• Every two weeks the children will sit a maths skills test</li> <li>• Every half term the chn will sit an end of term assessment test</li> <li>• Class teacher to administer all tests</li> <li>• Class teacher to conduct QLA</li> <li>• QLA used to inform future planning, address misconceptions and inform summative assessment</li> <li>• Tests will inform teacher of age related expectation i.e. above, at or below age related expectation</li> </ul>
English	<ul style="list-style-type: none"> <li>• Rising Stars grammar, punctuation and spelling tests to be administered at the end of every term</li> <li>• Class teacher to administer all tests</li> <li>• Class teacher to input results on tracking system</li> <li>• Class teacher to conduct QLA</li> <li>• QLA used to inform future planning, address misconceptions and inform summative assessment</li> <li>• Tests will inform teacher of age related expectation i.e. above, at or below age related expectation</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Rising Stars test related to the topic</li> <li>• Diagnostic to be conducted before the unit is started so that it can inform planning</li> <li>• Mid term to be conducted half way through unit</li> <li>• End of unit test to be conducted at the end of the unit</li> <li>• Test includes the 'working scientifically' strand of the curriculum</li> <li>• Class teacher to administer all tests</li> <li>• Test analysis should be used to inform future planning, address misconceptions and inform summative assessment</li> <li>• Tests will inform teacher of age related expectation i.e. above, at or below age related expectation</li> </ul>
SATs	<ul style="list-style-type: none"> <li>• Mock tests will be administered</li> <li>• 1 x before October half term</li> <li>• 1 x before Christmas</li> <li>• 2 x before May</li> <li>• Total of 4</li> <li>• Class teacher to administer and mark all tests</li> <li>• QLA should be used to inform future planning, address misconceptions and inform summative assessment</li> <li>• Tests will inform teacher of age related expectation i.e. above, at or below age related expectation</li> <li>• Tests will be used to inform Y6 SATs predictions</li> </ul>
Data collection	<ul style="list-style-type: none"> <li>• Teachers will be asked to provide information related to each child's progress in reading, writing, GPS, maths, and science every half term</li> <li>• Children will be identified as above, at or below age related expectations</li> <li>• Data will be use to inform Pupil Progress Meetings</li> <li>• Data will be shared with relevant organisations i.e. teachers, governors, local and national governments</li> </ul>

Dates for all tests will be made available at the beginning of the year on the school calendar.