

## **Jesson's CE Primary School**

### **Principles of Assessment**

1. Assessment is at the heart of learning and teaching.
  - a) Assessment provides evidence to guide teaching and learning.
  - b) Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
  - a) Assessment is inclusive of all abilities.
  - b) Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
  - a) Assessment outcomes are used in ways that minimise undesirable effects.
  - b) Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
  - c) Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
  - a) Assessment places achievement in context against nationally standardised criteria and expected standards.
  - b) Assessment embodies, through objective criteria, a pathway of progress and development for every child.
  - c) Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
  - a) the purpose of any assessment process should be clearly stated.
  - b) Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
  - c) Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
  - d) Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
5. Assessment is consistent.
  - a) Judgements are formed according to common principles.
  - b) The results are readily understandable by third parties.
  - c) A school's results are capable of comparison with other schools, both locally and nationally.
6. Assessment outcomes provide meaningful and understandable information for:
  - a) pupils in developing their learning;
  - b) parents in supporting children with their learning;
  - c) teachers in planning teaching and learning.

7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

### **Our approach to assessment**

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making better than expected progress.
- All staff are trained in our approach to assessment.
- Mrs Lea and Mr Mitchell is responsible for assessment.

### **Our methods of assessment**

- Assessment serves many purposes, but the main one is to help teachers, pupils and parents plan the next steps in learning for our pupils. Teachers teach to a “Learning Objective which is assessed via discussion with the pupil and our method of marking highlights where the learning objective is achieved and to indicate where children have met success criteria. Assessment is used to check and support our teaching standards and help us improve.
- We will use tests to measure performance and to help us to diagnose the learning needs of children on an individual, group and class basis
- We will compare our performance with that of other schools using tools such as Fischer Family Trust, Raise online, benchmarked standards such as the Ofsted website “Data Dashboard” and internal tracking systems.
- We will ensure that our assessment data is correct, fair valid and reliable by using methods of internal moderation such as agreement trials and nationally produced exemplification material as well as external moderation working with other schools and the Local Authority.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design published on the website.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Each pupil is assessed as either ‘working towards’, ‘working at’ or ‘greater depth’. Each relevant criterion is contained in our expectations for that year.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.

## **Our use of assessment**

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- We report assessment outcomes at the end of year.
- Teachers use this data to plan the learning
- For every pupil to ensure they meet or exceed expectations, teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents at the end of year period. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

## **What is assessment at Jesson's specifically?**

- Teachers teach to a "Learning Objective" which is assessed via discussion with the pupil and our method of marking highlights whether the learning objective has been achieved.
- Where the children have not understood, the staff intervene in that the child has every opportunity to learn the concept in the afternoon session to ensure that he/she has every opportunity to learn the concept.
- Progress against key Performance Indicators in Reading, Writing and Mathematics are plotted as the children go through the year.
- We will report to parents / carers on how well their child is doing in parents evenings and end of year reports. Although any parent carer can ask to see these assessment records at any time.
- We will test the children towards the end of each term. This test will give a raw score and a "standardised score" so all parties can see how a child is doing against national averages.
- We will use this test to diagnose what the child is good at or needs to practice.
- We will use this and teacher assessment against key performance indicators to assess how well our children are doing in relation to other schools nationally.
- Where there is teacher assessment we will organise meetings where colleagues share judgements against set criteria and agree what the level is moderation as we go along. Where national exemplification exists we will use this to guide us.
- We will have half termly pupil progress meetings where key stage colleagues talk about the progress of their children, those falling behind and those making expected and above expected progress.
- We will track the progress pupils half termly and intervene when a pupil is falling behind with catch up programmes.

## Assessment Information for Parents/Carers

We use regular and accurate assessment to measure how well our pupils are performing at school. We use different assessment techniques to form an overall judgement of how well our pupils are learning.

At Jesson's, we use a combination of formative and summative assessment as outlined below:

### **Formative Assessment (Assessment for Learning – AfL)**

Formative assessment is a powerful way of pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:	At Jesson's we use this ...
<ul style="list-style-type: none"><li>• Identify pupils' strengths and gaps in their skills/knowledge</li><li>• Identify next steps for learning</li><li>• Inform future planning</li><li>• Enable appropriate strategies to be employed</li><li>• Facilitate the setting of appropriate targets for the class, group and individual</li><li>• Track pupils' rate of progress</li><li>• Facilitate an evaluation of the effectiveness of teaching and learning</li><li>• Inform future teaching and learning strategies</li><li>• Identify individuals and groups for specific intervention support.</li></ul>	<ul style="list-style-type: none"><li>• <b>Before lessons:</b> planning specific lesson content pitched appropriately, setting expectations of learning via differentiated success criteria</li><li>• <b>In lessons:</b> observing pupils' learning, effectively using open questioning to check and deepen understanding, providing verbal feedback.</li><li>• <b>At the end of lessons:</b> marking work using the school marking policy, providing opportunities to address misconceptions and deepen understanding allowing staff to effectively plan next steps.</li><li>• <b>On-going:</b> providing evidence for teacher assessment grids to facilitate half-termly judgements</li></ul>

## Summative Assessment – Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a pupil's attainment and progress. This will also inform whole target setting and prediction of a cohort's future attainment.

Summative assessments are used to:	At Jesson's pupils will complete
<ul style="list-style-type: none"><li>• Identify attainment through one-off tests at any given point in time</li><li>• Record performance on a specific area on a specific date</li><li>• Provide end of key stage test data against which the school will be judged</li><li>• Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met</li><li>• Provide information about cohort areas of strength and areas for development to build from in the future</li></ul>	<ul style="list-style-type: none"><li>• Half termly maths cornerstone tests and reading assessment tasks.</li><li>• Writing assessment grids for writing</li><li>• Half- termly Star Reading tests via Accelerated Reader to provide an accurate reading age from Y2-6 and in Y1 when appropriate.</li><li>• Statutory assessments in EYFS, Y1, Key Stage 1 and Key Stage 2.</li></ul> <p>Teacher assessment grids and EYFS tracking grids will be updated by staff throughout the year to provide judgements at specific assessment points.</p>

## Assessment in Y1-6

We regularly assess pupils in **Reading, Writing, GPS** (Grammar, Punctuation and Spelling), **Mathematics, Science** and **Phonics** (in EYFS and Key Stage 1) each half term. We assess learning in three broad categories against the required standard for each year group: **Working Towards, Working At** and for those pupils exceeding the year group standard – **Greater Depth**. Each broad category is then sub divided into – (just below), **at** and **+** (just above).

For each subject pupils are given a teacher assessment grade in the scale below:

Attainment	Grade
Working Towards	XWT-
	XWT
	XWT+
Working At	XWA-
	XWA
	XWA+
Greater Depth	XGD+
	XGD
	XGD+

For each Year group X is replaced by the number of the year group. Therefore a child in Year 2 achieving just below the year group standard will be given a grade in the range of 2WT+/2WA-. A pupil who is working at the required standard in Year 2 will be graded 2WA.

In making a judgement teachers use a combination of test evidence and on-going assessment of learning within the classroom. We have regular assessment weeks where pupils complete tasks to assess specific aspects of their learning. Overall this forms a teacher assessment which we enter in our tracking system – DCPro.

We will be using DCPro to facilitate staff recording a pupil's attainment and progress. Progress is how a pupil has progressed in their learning from a given starting point. Attainment is the overall grade a pupil receives at a specific assessment point. Termly pupil progress meetings are held between teacher and the Senior Leadership and Senior Management Team. Those pupils who are not making the required progress are identified and strategies are put in place to ensure that these pupils accelerate their progress.

Should you require any further information about school assessment procedures then please do not hesitate to contact your child's class teacher.