



Assessment and Reporting Policy 2021- 2023

Chair of Governors signature	
Headteacher signature	
Policy type (statutory / non-statutory)	Non-statutory
Date	
Next review date	





Droxford Junior School

Assessment and Reporting Policy

Rationale

At Droxford Junior School we are committed to high quality teaching and learning to raise standards of achievement for all children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the Aims of the school and supports its Vision.

Principles

We believe our School Aims are the key principles which inform three essential component parts of our pedagogy; Teaching and Learning, Marking and Feedback and Assessment and Reporting.

Read in conjunction with our Behaviour and Exclusions policy and Staff Handbook, these provide complete guidance for high quality teaching and learning at Droxford Junior School. Reading this policy with these ensures continuity and avoids unnecessary repetition.

Aims

We aim ...

- For our children to be happy, have fun and enjoy school.
- To motivate and inspire children to enjoy learning and face all challenges with confidence and maturity.
- To provide a school environment where children and adults feel safe and secure.
- To provide children with curriculum experiences that enables them to make appropriate decisions and keep themselves safe.
- To deliver a meaningful (contextual) and well planned curriculum which offers enrichment and challenge and is led by knowledgeable subject leaders.
- To provide the highest of expectations for teaching, learning and outcomes.
- To provide opportunities for all children to participate in outdoor learning including a physically active and healthy curriculum.
- For our children to establish positive mindsets within a supportive environment where failure leads to success and new learning.
- To provide strategies for children to independently overcome various challenges by teaching our 'Skills for Learning' in order to be successful now and in their future lives.



Skills for Learning and School Values

Children will be taught and encouraged to use their 'Skills for Learning' every day. To be **Tenacious**: is being resilient; to persevere; showing grit and determination and being positive in times of adversity. Tenacity helps with problem solving and overcoming challenges – physical and mental. Tenacious people share their tenacious spirit. Being **Creative**: helps to solve problems and ensure we know there is more than one way to do this; creativity is personal and individual; is literal (linked to the arts) and can be about invention and enterprise. Creative people are resourceful and can share this resourcefulness.

Being **Curious** is important when we are inquisitive and test new theories; is about asking questions to find new learning; is about discovery; being open minded and positive and being courageous – understanding new learning comes from mistakes. Curiosity is about being proactive not passive! Finally **Collaboration** is about teamwork and communication skills; working with a variety of teams and individuals in and out of school including parents, governors and members of the wider community. Collaboration can happen in school or out. Collaboration takes place on school trips and all these 'Skills for Learning' will be used on residential!

We feel that these positive characteristics and habits of mind are not only important to display now but also in secondary school and vital in later lives and careers.

Vision

There has been a conscious decision made to have school **Aims**. These provide greater explanation to our core purpose and the tangible link between achieving our **Vision** and the meaningful connection between our **Values**, '**Skills for Learning**', **curriculum**, positive behaviour management strategies and life in our school. If we are successful with teaching the 'Skills for Learning'; if the school **Values** are instilled; if children can self-regulate their behaviour and we achieve our school **Aims** then we will achieve this **Vision**.

School Vision

'Equipping our children with the knowledge and skills to navigate life successfully.'



Rationale for Assessment at Droxford Junior School

We believe that assessment should be manageable, useful, consistent and most importantly, inform planning and teaching. It is a powerful tool in helping to raise children's attainment and increase their rate of progress. Assessment information should be used to plan appropriate teaching and learning strategies, including to identify children who are falling behind in their learning or who need additional support, enabling children to make good progress and achieve well. It should be used by teachers to establish children's starting points and to modify teaching so that children achieve their potential by the end of a year or key stage. Assessment takes many forms and is an on-going process. We know that good assessment is part of the cycle of planning, teaching and reviewing the curriculum and improves the quality of teaching and learning across the school. Teachers are constantly adapting their teaching in light of their assessments. Good assessment involves the children reflecting themselves. We give our children regular feedback on their work, so they are aware of their next steps for learning. The assessment process should allow teachers to make consistent judgements about children's progress and attainment, for example within a subject, across a year group and between year groups.

Aims and Objectives

The aims and objectives of assessment in our school are:

- to help our children understand their next steps for learning
- to help children reflect on their progress and understanding
- to assess starting points in children's learning
- to allow children to build on, make links and embed learning
- to enable our children to demonstrate what they know, understand and can do in their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning and raise standards together
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school
- to inform the local authority on progress and attainment of all groups of pupils

The primary purposes of in-school formative assessment

For children:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

For the Government:

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

Taken from Commission on Assessment without levels: Final Report Sep '15

Formative assessment and Assessment for Learning (AFL) at Droxford Junior School.

At Droxford Junior School, Reading and Writing are assessed using criteria taken from the the National Curriculum and Key Performance Indicators for each year group, to allow assessment of what has been achieved and what the pupils next steps should be. This can inform individual targets, interventions or whole class lessons to address gaps and also allow for deepening the learning. For Maths the domains for each year group in the National Curriculum combined with the White Rose Maths Hub are used for the same purpose as noted above.

There is a high priority to ensure Assessment for Learning (AfL) strategies impact on progress. All staff have access to documents for reference and training purposes that contains agreed good practise including:

Rich questioning - key to effective formative assessment.

Peer and self evaluation - vital part of the learning and assessment process.

Oral and written feedback - telling them how well they have done and what they need to do next in order to improve their work.

Sharing learning intentions - It is important that specific success criteria are agreed, shared and understood by children before starting a task.

‘AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners.’ Assessment Reform Group

We give children verbal feedback on their work whenever possible and/or write comments on the children's work during marking. When we give written feedback to a child, we relate this to the learning objective and success criteria for the lesson. We have an agreed code for marking to ensure consistency. We encourage the children to use assessment for learning strategies for their own work and the work of their peers. Strategies used become more complex as the children become more engaged and able to evaluate their work effectively. We allow time for the children to respond to any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work (see Marking and Feedback policy). We only record information that impacts on future learning.

Assessing our pupils with SEN follows the same principles that apply to all learners. Some pupils with SEN may require different ways to access learning or assessment tasks and this may be conducted on a group or individual basis to ensure inclusion. Some pupils with EHCPs or specific SEN may require alternative methods of assessment or more in-depth

reporting on areas such as personal development and expressive or receptive language development. These will be assessed and recorded on an individual basis using tools best suited to the needs of the child and discussed with parents and the teaching team to ensure they represent the most accurate picture of a child's development.

The primary purposes of in-school summative assessment

For children:

In-school summative assessment provides pupils with information about 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 continue to improve.

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers:

In-school summative assessment enables teachers to evaluate both children's learning at the end of an instructional unit or period (based on child-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure children are supported to achieve sufficient progress and expected attainment.

For the Government:

The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their children. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

Taken from Commission on Assessment without levels: Final Report Sep '15

Summative assessments

	Autumn	Spring	Summer
Reading	Yr 3 baselines by reading conferences Reading age test Phonics assessment	Yr 3,4,5 standardised tests Yr 6 Mock SATs	Yr 3,4,5 standardised tests Yr 6 SATs
Writing	Yr 3 baselines Diagnostic spelling test Whole school write for standardisation	Whole school writing moderation.	Whole school writing moderation. Whole school moderation of Year 6 writing.
Maths	Yr 3 baselines	Yr 3,4,5 tests Yr 6 Mock SATs	Yr 3,4,5 tests Yr 6 SATs
GPAS Grammar, punctuation and spelling	Yr 3 Baselines	Yr 3,4,5 tests Yr 6 Mock SATs	Yr 3,4,5 tests Yr 6 SATs

The primary purposes of nationally standardised summative assessment

For children and parents:

Nationally standardised summative assessment provides information on how children are performing in comparison to children nationally.

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

For the Government:

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

Taken from Commission on Assessment without levels: Final Report Sep '15

Recording

At Droxford Junior School teachers input their data termly onto INSIGHT for each child in Reading, Writing and Maths and all of the foundation subjects which have been studied that term. Judgements are made based on evidence in books and verbally within lessons.

Judgements for whether children have met age related expectations (ARE) can be found within the assessment and progress grids for each subject. Children are entered as 'Below', 'Developing' 'Secure' or 'Greater Depth' for that point in time for their year group. For example, if they have understood and shown evidence that they are working at age related expectations for everything that they have been taught in the Autumn Term, they will be entered as 'Secure'. Children that are 'Below' ARE will be tracked using a separate SEN tracker and data for which curriculum year group they are working in should be entered into the comments section on INSIGHT. Assessments are made using teacher assessments (primarily) and test results and are agreed in moderation and standardisation team and staff meetings.

Termly pupil progress meetings allow for discussions between the class teacher and senior leaders based on attainment and progress of individuals. It has the purpose of addressing children who have made little progress or are not on track to achieve ARE. This informs future planning at cohort and individual level and interventions. Analysis is made of groups including SEN and Pupil Premium to ensure they are supported and challenged appropriately and separate, more regular, pupil progress meetings will be held for these children.

For children who are underachieving or 'at risk' of underachieving, appropriate intervention strategies are planned, implemented and evaluated. These are monitored closely throughout the year and include booster groups and interventions planned at universal, targeted and specialist levels. Pupils with SEN who received targeted and specialist intervention will have interventions evaluated so that we can measure the impact and assess progress. Copies of these assessments are kept in SEN children's AP folders. Teaching assistants are central to these interventions.

Target Setting

See marking and feedback policy.

Expectations

Age Related Expectations (ARE) are as follows:



Year group	ARE
Year 2	Year 2 Secure
Year 3	Year 3 Secure
Year 4	Year 4 Secure
Year 5	Year 5 Secure
Year 6	Year 6 Secure


The 'average' child should reach ARE for each curriculum year group that they are in; deepening and securing their learning as they go. The assessment manager evaluates progress of cohorts, individuals and specific groups in relation to progress - Value Added (VA) and attainment – Average Point Scores (APS). External analysis from Analyse

School Performance (ASP), Inspection Data Summary Report (IDSR) and Fischer Family Trust (FFT) data is also used to compare us against similar schools nationally.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. In the Autumn and Summer term we offer parents the opportunity to meet their child's teacher. At these meetings we review the targets that we have identified for their child. During the spring term, parents are given a mid-year overview report (see below) and in the summer term a written report of their child's progress and achievements during the year. This includes teacher assessment of their national curriculum ARE in reading, writing and mathematics. In this report we also identify target areas for the next school year. Parents of Year 6 children are also given their child's SATs scores in the summer term. Children also offer their own evaluation of their performance during the year. In addition we invite feedback from parents.

Droxford Junior School Mid-Year Report Spring 2020 Year 4			
Child: _____ Learning Base: _____		Teacher: _____	
Maths			
Attitude to Learning Does your child participate fully, persevere and meet challenges with a positive attitude?		Attainment at mid-year point Based on what your child has been taught so far this year are they...	
Demonstrates a consistently positive attitude		Greater Depth	
Displays a mostly positive attitude		Secure	
A more positive approach to learning is needed if progress is to improve		Developing	
Below		Below	
For the remainder of this academic year, your child will be developing competence towards the following end of year Age Related Expectations (ARE)			
<ul style="list-style-type: none"> Count backwards through zero to include negative numbers. Compare and order numbers beyond 1,000. Compare and order numbers with up to 2 decimal places. Read Roman numerals to 100. Find 1,000 multiples of a given number. Count in multiples of 6, 7, 8, 25 and 1000. Read and use multiplication and division facts up to 12x12. Recognise PV of any 4-digit number. Round any number to the nearest 10, 100 or 1,000. Round decimals with 1dp to nearest whole number. Add and subtract numbers with up to 4-digits using written columnar method. Multiply: <ul style="list-style-type: none"> a 2-digit by 1-digit a 3-digit by 1-digit Count up/down in hundredths. Recognise and write equivalent fractions. Add and subtract fractions with same denominator. 			
Notes: _____			
			

Reading	
Attitude to Learning Does your child participate fully, persevere and meet challenges with a positive attitude?	
Demonstrates a consistently positive attitude	
Displays a mostly positive attitude	
A more positive approach to learning is needed if progress is to improve	
Below	
Attainment at mid-year point Based on what your child has been taught so far this year are they...	
Greater Depth	
Secure	
Developing	
Below	
For the remainder of this academic year, your child will be developing competence towards the following end of year Age Related Expectations (ARE)	
<ul style="list-style-type: none"> Give a personal point of view on a text. Reconstruct a text with confidence. Justify inferences with evidence, explaining what might happen from details stated or implied. Use appropriate voices for characters within a story. Recognise examples of personification (ghosts). Identify how sentence type can be changed by altering word order, tense, adding/deleting words or amending punctuation. Explain why a writer has used different sentence types or a particular word order and the effect it has created. Show & tell to focus information and/or answer a question. 	
Writing	
Attitude to Learning Does your child participate fully, persevere and meet challenges with a positive attitude?	
Demonstrates a consistently positive attitude	
Displays a mostly positive attitude	
A more positive approach to learning is needed if progress is to improve	
Below	
Attainment at mid-year point Based on what your child has been taught so far this year are they...	
Greater Depth	
Secure	
Developing	
Below	
For the remainder of this academic year, your child will be developing competence towards the following end of year Age Related Expectations (ARE)	
<ul style="list-style-type: none"> Writing is clear, coherent, organised appropriately, including use of paragraphs and viewpoint is consistently maintained. A variety of sentence structures are used along with varied and specific vocabulary to create interest. Children can identify and use the key features of a text and are beginning to evaluate and edit their own and others writing and make improvements. A wider range of punctuation is being used and most spelling is accurate. Handwriting is clear and legible. 	
	

For those children working below the ARE for their year group, the SEN tracking grids should be shared with parents at termly meetings as well as alongside the mid-year overview reports and end of year summer reports so that they are made fully aware of and can celebrate the smaller steps of progress made across the year. Individual support plans for pupils will also be shared termly and parents' views sought. Support plans and tracking grids will always be stored in children's AP folders so that they can be looked at during SEN coffee afternoons or for individual progress meetings at different points throughout the year as well. Further details on SEN assessment and reporting processes can be found in the SEN and Inclusion policy and the SEN Information Report.

Accepted by Full Governing Body:

To be reviewed: