



## Shinfield St Mary's C of E Junior School

### Assessment and Reporting Policy

#### Our Vision

Jesus said 'As I have loved you, so you must love one another.' John 13, 34

This commandment guides us all to love and value all members of the school community. Children and adults from all backgrounds will thrive in the belief that diversity is to be celebrated and respected. As well as loving those who are present in our lives they will interact in the world in ways that reflect their responsibilities as global citizens and custodians of our planet. Our children will make an impact in the wider world which will benefit future generations

Love is Patient

Love is Kind

Love is Honest

It trusts, hopes, perseveres and protects.

#### Document History:

Version	Issue Date	Comments
1	May 2013	Agreed
	January 2016	Reviewed and updated Jan 21 <sup>st</sup> 2016
	March 2018	Reviewed and updated March 7 <sup>th</sup> 2018 following review by SLT
	January 2019	No changes necessary
	February 2020	New Mission stat and quote
	September 2022	Vision and updates as needed
	September 2024	Reviewed

**Next Review September 2026**

## Introduction

At Shinfield St Mary's CE Junior School we seek to develop a love of learning. For our children this encompasses academic, moral, social, physical and spiritual development which will prepare them for the changing world in which we live.

### 1. Assessment

Assessment, recording and reporting are essential to ensure effective teaching and learning and should involve pupils, teachers, support staff and parents. The knowledge gained from assessment is used to ensure that we meet statutory requirements and targets, as well as to raise standards of teaching and learning by identifying the needs of the pupils and informing future planning, so that all pupils make progress and are enabled to fulfil their potential.

#### Aims

- To both encourage and motivate all children
- To ensure that children take responsibility for their learning
- To give children valuable feedback, celebrate achievements and identify next steps in their learning
- To facilitate target setting
- To inform future planning

## Methods of Assessment

### Formative Assessment

Formative assessment is assessment *for* learning, used to inform future planning and to identify the needs and next steps for individual pupils. Learning objectives are set at the start of the lesson and a clear set of success criteria is established. Throughout the course of a lesson, teachers carry out assessment in a range of ways:

- discussion with the child
- targeted questioning
- short assessment tasks (such as mind mapping, comprehensions, question and answer sessions, pupil conferencing, responses to marking)
- marking (see marking policy) /Time for children to respond to marking
- positive and constructive feedback

Pupils are encouraged to peer mark against the success criteria, and to respond to marking comments so that they develop as reflective, independent learners and ~~we~~ teachers are informed about their learning needs.

### Summative Assessment

Summative assessment is assessment *of* learning. It takes place at the end of a unit of work, term or year and at the end of a Key Stage.

The following summative assessments are used:

- statutory KS2 assessments at the end of KS2
- statutory multiplication tables check at the end of year 4
- NFER tests in years 3-5 at four key points per year
- past KS2 assessment papers in year 6 at three key points
- Star Reader tests in all years each half term
- HAST spelling annually in all year groups

- Independent writing tasks, at the end of each English unit, are undertaken and these are used to assess pupils work against Jane Considine 'The Write Stuff' objectives

The end of Key Stage tests are also published to the LA and wider community.

## **2. Recording**

When pupils enter our school their KS1 results are translated into Shinfield St Mary points (SSMP). If a child is working below the expected standard, they are given 1 SSMP, if they are working at the expected standard this is a 2 and if they are working at greater depth this is a 3. In year 3 the points are 4 -6, year 4 they are 7-9, year 5 10-12 and year 6 they are 13-15. The children's names are then entered onto a tracking grid for each class; there is a separate grid for maths, reading, GPS and writing. The names of children in vulnerable groups are then listed at the bottom of the grid.

On a termly basis, NFER tests/KS2 SAT past papers are used in conjunction with teacher assessment to identify pupil attainment and in all core areas. From this, a summary of pupil attainment and progress across the school is produced by the Assessment Leader.

### **Assessment of Groups of Learners**

Every term, the Assessment Leader monitors the progress of all groups of children. This is discussed with the Inclusion Leader and class teachers, and is presented to the Headteacher, who uses it to inform the report to the Governing Body.

### **Termly Pupil Progress Meetings**

Each term, the tracking grids are updated, reviewed and analysed by the Leadership Team. Pupil Progress meetings with Year Teams are conducted by the Senior Leadership Team at the end of every term, using a meeting schedule. Actions then grow out of this progress meeting for individuals and groups of children. These focus on progress from KS1, short term progress and potential to achieve year and key stage targets. During this meeting, target groups of children or individual children are identified, then strategies and interventions discussed and agreed.

### **Target Setting**

We set end of year and end of Key Stage targets, and aim to be in the top 20% of schools in all core subject areas. Target-setting is also related to performance management. This is informed by FFT and ASP.

### **Special Educational Needs Assessment**

Assessment of children with Special Educational Needs is explained in more detail in the Inclusion Policy.

### **Foundation Subjects**

These are assessed against national curriculum objectives. Subject leaders identified the progression in learning in their subject area; teachers use these to identify pupil attainment at the end of each unit.

## **3. Reporting**

Written reports are submitted to parents on an annual basis in the Summer term. Parents are encouraged to submit written comments to the school on the content of the report. Pupils evaluate their progress and reflect on their improvement needs and areas of success in a written comment included within the report.

Parents are also encouraged to contact the school if they have concerns about any aspect of their child's report. We hold two Parents' Evenings per year: one in the Autumn term, at which we discuss

the child as a learner in the context of their new class / Year Group, and one in the spring, at which parents are informed about progress and areas for improvement. Parents are welcome throughout the year to make appointments to discuss concerns with the class teacher in the first instance, or with a member of the SLT if they feel the need for further discussion.

### Key Stage 2 Reporting

Individual outcomes from the end of KS2 statutory tests are reported to the parents of year 6 children alongside teacher assessments.

Summaries of the KS2 statutory test results are published annually on the school website.

The following information is transferred to Secondary Schools:

- end of KS2 statutory test results in reading, writing, GPS, mathematics alongside teacher assessments for these subjects and science
- information regarding any Special Educational Needs
- the contents of the pupil's record file, including annual reports and attendance data

### 4. Responsibilities for Assessment, Recording and Reporting

The Headteacher, members of the Leadership Team and Subject Leaders share the responsibility for assessment, recording and reporting throughout the school.

Assessment Activity	Responsibility for Implementation or Overview
Arrangements for national tests, examinations and teacher assessments	Headteacher Year 6 Lead
Arrangements for non-statutory assessments in English and Mathematics, including Star Reader (from Accelerated Reader)	Year Group Teachers Leadership Team Headteacher
The completion of end-of-year records in individual subjects and their transfer	Class teachers
Agreeing school practice in a regularly reviewed policy	SLT
Advising colleagues on effective approaches to assessment in different subjects	Assessment Leader, SLT and Subject Leaders
Ensuring that lessons learned from analysis of test papers, both from national reports and school based reviews, feed back into planning for teaching	Assessment Leader Leadership Team
Reviewing data for and further assessing children with SEN.	SENDCO
Target setting for the LA ( <i>this is in a state of flux as the role of School Improvement is taken out of</i>	Headteacher Assessment Leader

<i>the hands of the LA, while the statutory duty to raise standards remains)</i>	
Target setting year on year for all pupils. The new expectation that all pupils reach ARE by the end of the year provides the overview.	Assessment Leader
Liaising with colleagues in previous, and following key stages to ensure smooth transfer of	Year 3 Class Teachers Year 6 Class Teacher
Ensuring the school's effectiveness in Assessing, Reporting and Recording.	The Governing Body

## APPENDIX 1

### PRACTICAL STEPS IN THE IMPLEMENTATION OF AFL

STRATEGIES	IMPLEMENTATION
<b>Sharing the learning objectives with pupils</b>	<ul style="list-style-type: none"> <li>• Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson, in language that the pupil can understand.</li> <li>• Use these objectives as a basis for questioning and feedback during the plenary.</li> <li>• Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.</li> </ul>
<b>Help the pupils to know and understand the standards they are aiming for</b>	<ul style="list-style-type: none"> <li>• Show pupils' work that has met criteria, with explanations of why.</li> <li>• Give pupils clear success criteria that relate to the learning objectives.</li> <li>• Model what it should look like.</li> <li>• Ensure that there are clear, shared expectations about the presentation of the work.</li> <li>• Provide displays of pupils' work that show processes as well as the finished product.</li> <li>• In some Year Groups, encourage children to develop their own 'Learning Labels', reflecting areas for improvement as well as objectives achieved.</li> </ul>
<b>Use effective questioning techniques</b>	<ul style="list-style-type: none"> <li>• Give pupils time to think and to contribute.</li> <li>• Discourage hands up to encourage all children to contribute.</li> <li>• Try to arrange the learning environment to assist the whole class dialogue with each other.</li> <li>• Avoid teacher repetition of the answer so that pupils listen to each other more.</li> <li>• Use questions that demand more descriptive, reflective and speculative answers.</li> <li>• Use open "why" and "how" questions more than closed "what", "when" and "who" questions.</li> </ul>

<p><b>Provide feedback that leads to pupils recognizing their next steps and how to take them</b></p>	<ul style="list-style-type: none"> <li>• Provide oral as well as written feedback wherever possible.</li> <li>• Ensure that feedback is constructive rather than simply positive, identifying what the pupils have done well, what needs to improve (not normally more than two targets) and how to do it.</li> <li>• Reward the achievement of previous targets.</li> </ul> <p>Identify the next steps for individuals and groups, as appropriate.</p>
<p><b>Believe that every pupil can improve.</b></p>	<ul style="list-style-type: none"> <li>• Identify small steps to enable pupils to see their progress, thus building confidence and self esteem</li> <li>• Learning Labels in some year groups demonstrate small steps achieved as well as areas for improvement.</li> </ul>
<p><b>STRATEGIES</b></p>	<p><b>IMPLEMENTATION</b></p>
<p><b>Involve pupils in peer and self-assessment</b></p>	<ul style="list-style-type: none"> <li>• Give pupils the opportunity to talk about what they have learned and what they have found difficult, using the learning objectives as a focus.</li> <li>• Make available to pupils criteria in pupil-friendly language.</li> <li>• Encourage pupils to work/discuss together, focusing on how to improve.</li> <li>• Ask pupils to explain the steps in their thinking.</li> <li>• Give time for pupils to reflect upon their learning.</li> <li>• Identify with pupils the next steps in learning.</li> <li>• Peer marking should be acknowledged as such by the peer marker writing their name next to the work.</li> </ul>
<p><b>Involve both the teacher and pupils in reviewing and reflecting on assessment information.</b></p>	<ul style="list-style-type: none"> <li>• Choose tasks appropriately to provide quality assessment information (emphasis upon process, not just on the correct answer).</li> <li>• Provide time for pupils to reflect individually and with others, what they have learned and understood and to identify where they still have difficulties.</li> <li>• Make use of comments within marking that make pupils think, such as questions directed towards the pupil.</li> <li>• Adjust planning; evaluate effectiveness of task, resources, etc. as a result of the assessment.</li> </ul>