



Assessment Policy

2020-2023

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Autumn 2020 **and will be reviewed again in Autumn 2023**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Assessment Policy

Aims and Vision

Chellaston Junior School 

“Together we are **stepping to success**. Together we are **working to achieve our best**.”



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society

Rationale

At Chellaston Junior School, assessment is central to teaching and learning, only when we know where children are, can we plan how to move them on. Objectives need to be set against a known background from which progress can be monitored and checked. Assessment must be built into any planning to provide feedback to children and teachers. Assessment analysis shows what has worked well and what needs to be improved.

Aims of Assessment

Using the principles and processes of assessment we aim:

- To find out if our teaching is effective.
- To comply with statutory requirements.
- To support learning, enabling children to reflect on their achievements and set new learning targets, ensuring appropriate differentiation.
- To discover what stage each child has reached and what s/he knows, understands and can apply.
- To inform parents and the wider school community of pupil achievements.
- To guide future planning, teaching and curriculum development.
- To provide information to ensure continuity when the pupil changes teachers or school.
- To provide information which determines the allocation of human resources throughout the school.

What and How Do We Assess

1) Assessment Procedures and Processes

a) Statutory and Key Stage Assessments

All pupils have statutory assessments at the following times;

- Multiplication Tables Check (summer of Year 4)
- SATs (end of year 6)

b) Standardised tests

In all year groups, all pupils have termly standardised tests in maths and reading. Year 6 also use past SATs papers for standardised results against national outcomes for the specific year.

We use the Single Word Spelling Test and the standardised Reading tests in the Autumn and Summer terms.

c) CJS On Track

All pupils are assessed termly through teacher assessment in reading, writing, science and maths using our CJS On-Track assessment system (details of which can be found on the school website)

d) Non-Core assessments

All pupils from are assessed twice a year in each non-core subject.

How We Use Assessment to Inform Planning.

a) Short Term

Teachers annotate their planning sheets on a weekly basis, reflecting on how the learning objectives for all pupils have been met; it is not expected that teachers write a great deal for this and these annotations are only used for English and Maths plans. Significant outcomes are recorded and action taken in the following week's plan.

b) Medium Term

Year groups meet on a regular basis to evaluate schemes of work in light of the Long Term Plan. Activities are changed, maintained and schemes of work modified accordingly and, most importantly, the subject leader is consulted. Pupil work is standardised in year groups and whole staff meetings to ensure there is a consistent interpretation of assessment.

c) Long Term Plan

Summative assessments (e.g. Standardised Tests) are monitored in order to inform ongoing staff discussion regarding curriculum plans.

Records

Recording /Evidence

Records are kept in many ways. These include:

- Teachers' plans
- Children's work
- Teachers' notes e.g. of significant outcomes
- Assessment results on Integris
- Head teacher's analysis spreadsheets
- Annotations on planning sheets
- Teachers' termly data analysis records

Standardisation/Moderation

- a) We meet in year groups to moderate work.
- b) We meet as a school in cross phase groups to build up the school portfolio of standardised work
- c) We meet with other schools to moderate assessments
- d) We have sent representatives to the City LA sessions to ensure our judgements are in line with City and National expectations.

Reporting

Parents' evenings are held twice a year with an open evening in the summer

- In the autumn term to discuss the child profile, how the child is settling in and targets for the year.
- In March, pupil progress and targets for the remainder of the year are discussed with the parent following the publication of Mid-Year reports to parents which go home in February.
- In June a written report is given to each parent with the option of individual interviews offered.

Marking and Feedback

All children's work is marked in accordance with the school marking and feedback policy. Day to day marking and feedback forms the basis of the vast majority of assessment which teachers undertake.

Monitoring and Evaluating

The quality and effectiveness of teaching, learning and assessment will be monitored to identify trends in overall attainment. The Head teacher, Deputy Head teacher, governors and staff will evaluate how well the procedures and policy adopted by the school are being met.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- sex;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.