FCJ Primary School

Assessment Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Article 3: Acting in the best interest of the children in our care.

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.

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Assessment at FCJ Primary School is an integral part of teaching and learning and provides a vital mechanism for raising standards and pupils' achievements. We have a continuous and systematic assessment system in place, which forms a fundamental part of the effective teaching strategies across school.

This policy has been written to reflect the current DfE Teachers Standards, Teachers Pay and Conditions document and the JRF for schools. In addition, this Policy should also be read in conjunction with our Marking and Feedback Policy.

By implementing a workable, explicit, whole school assessment policy, we continue to strive towards our goal of FCJ Primary school being a community of personal and academic excellence (FCJ Education: Our Vision and Values).

1 Introduction

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that learners are making at least expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress.

At FCJ, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson.

2 Aims

This policy aims to:

2.1 Provide clear guidelines on our approach to formative and summative assessment.

2.2 Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.

2.3 Clearly set out how and when assessment practice will be monitored and evaluated

3 Principles of Assessment

The key assessment principle for FCJ is to ensure that the purpose and the use of assessment and data is relevant, purposeful and in-line with the school's aims and values.

Assessment for learning and assessment of learning are distinguished clearly in our understanding of the key types of assessment: formative and summative and within this, our aims are:

3.1 To gather only necessary information about the performance of individual pupils, groups, and cohorts which is used to set specific targets, related to learning, at different levels and to ensure that effective teaching and interventions are in place.

3.2 To ensure that all data collection is proportionate and that practices are helpful for pupil progress and measures, without increasing the expectations put on teaching staff that would increase teacher workload.

3.3 To provide information for planning, teaching and curriculum development, as well as part of our SEN monitoring and interventions.

3.4 To ensure that assessment procedures are fair and consistent for all pupils.

3.5 To inform parents of their children's progress at parent consultations and notes in the autumn and spring terms and annual report in July.

3.6 To ensure that efficient assessment and recording are key parts of FCJ's performance management policy, in line with the Teachers Standards.

3.7 To ensure that assessment is used to inform curriculum provision.

3.8 To allow pupils to show what they know, understand and can do in their learning; as well as helping them understand what they need to do next to achieve their Minimum Expected Grade (MEG).

4 Assessment Approaches

At FCJ, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three, broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment (Year 6).

4.1 In-school formative assessment

Effective in-school formative assessment enables:

4.1.1 Teachers to understand how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

4.1.2 Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

4.1.3 Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At FCJ, we ensure that formative assessment is pivotal in each lesson and forms the basis for the next steps of learning which will be taking place. We adopt a wide range of formative assessment strategies and techniques in school. The main strategies are listed below:

4.1.4 Questioning is a main part of any classroom teaching and at FCJ, we strive to ensure effective questioning is central to understanding, developing and consolidating new skills and concepts.

Self-assessment and peer-assessment is used throughout lessons where children can, for example, use linked or other strategies to work out if their, or their work partners, original response or answer is correct.

4.1.5 Learning objectives are always shared at the beginning of each lesson, or sometimes formulated at the end of the session with the children, to ensure that they know the expectation and the outcome that they should have secured.

4.1.6 Oral feedback along with marking also plays an important role and is often used to explain more complex steps or when reading teacher feedback becomes a barrier to a child accessing their own feedback (marking and feedback forms part of formative assessment and this is outlined in the Marking and Feedback policy).

4.1.7 Children are always encouraged to review and evaluate their work against the lesson objective and success criteria.

4.1.8 Teachers and children, review performance and set targets for further development.

4.1.9 On-going formative assessment, including evaluating the 'Big Question', provides the evidence for the basis for making foundation subject assessment judgements at the end of each half term.

Ongoing formative assessment ensures that; knowledge, skills and understanding are continually assessed and that the next steps of learning are supported and developed; that gaps are identified and interventions or DDI sessions are put in place to address this and that misconceptions are quickly acknowledged and addressed.

4.2 In-school summative assessment

Assessment at FCJ serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

Effective in-school summative assessment enables:

4.2.1 School leaders to monitor the performance of pupil cohorts, identify where DDI sessions / interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

4.2.2 Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching

4.2.3 Pupils to understand 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 improve

4.2.4 Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

At FCJ, we use the outcomes of assessment to check and support our teaching standards and help us improve. We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do. This assessment criteria is derived from the school curriculum, which is composed of the Jersey Curriculum.

The achievement of each pupil is assessed against all the relevant criteria three times per year, using PIRA/PUMA and GAPS, at the end of the autumn, spring and summer terms, for reading, SP&G and mathematics. Teachers also use DDI to assess these subjects throughout each term. Writing is also carefully moderated as part of the termly assessment and moderation process for English and Maths. Foundation subjects are teacher assessed half termly.

Within this, children are continually assessed against their age-related expectation with: 'Expected Standard' being the expected, 'Working Towards Standard' being those children who are working within their year group expectations, and 'Out of Age Range' being the children who are working below their age-related expectation. Those children who are working at greater depth are 'Greater Depth Standard' learners.

Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing. Assessment judgements are moderated by colleagues in school and by moderators from other schools, to make sure our assessments are fair, reliable and valid.

At FCJ, a range of summative assessment resources are used, as we firmly believe this gives a more robust, accurate and reliable assessment of attainment and achievement.

4.3 Jersey Standardised summative assessment

Standardised summative assessment enables:

4.3.1 School leaders to monitor the performance of pupil cohorts, analyse assessments and identify where DDI sessions / interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

4.3.2 Teachers to understand Jersey expectations and assess their own performance in the broader context

4.3.3 Pupils and parents to understand how pupils are performing in comparison to pupils nationally

At FCJ, Jersey standardised summative assessments include:

4.3.4 Early Years Foundation Stage (EYFS) profile at the end of reception

4.3.5 Moderated Teacher Assessment at the end of Key Stage 1

4.3.6 National Curriculum Tests (SATs) and Teacher Assessments at the end of Key Stage 2 (Year 6)

4.4 Collecting and using data

At FCJ, as well as providing information on outcomes, summative and formative assessment is a vital tool in improving future learning. We focus on the following principles for evaluating and collecting data.

4.4.1 We ensure that data collected is clear and focused on our school audience.

4.4.2 The data collected is based upon work over time and this gives a more reliable measure of the effects of teaching and learning. The data collection surrounds being continually assessed against their age-related expectation.

4.4.3 We understand the limitations of the data we collect and what we can infer from it to make improvements over time.

4.4.4 At FCJ, we acknowledge that we can never know what each child has learned exactly, nor can we know what our children are capable of at all times. Considering this, we strive to ensure that the data that we collect provides us with an accurate judgement of a child's attainment against what is age related. We ensure that the data collected is based upon a range of evidence for each term.

4.4.5 We ensure that the collection of data is proportionate.

4.4.6 Each term, for reading, writing, SP&G and maths, teams work together to enter their judgements on to the whole-school assessment system. Foundation subjects are made against the Jersey Curriculum, also on school documentation. Entering data into school documentation becomes part of our normal working hours and is also incorporated into staff meeting time.

4.4.7 We ensure that analysing data is central to the collection and improving future teaching and learning.

Once the data has been entered onto Educater, analysis documents are produced for each year group. This data analysis includes:

1. Progress made for all children and groups of learners over the term, and since the end of the previous key stage (MEG)
2. Where children are in relation to their age-related expectation across all groups of learners.

Within moderation meetings, staff ensure that they dedicate time to analysing their performance and the performance of: the cohort, groups of learners or individual children. From this, they identify the focus for their following teaching. The data collected is shared in school with relevant staff and also communicated with parents in parent consultations and on school reports.

In addition to the above, each term pupil performance meetings are set up between teachers and the moderation team. In this time, discussions surround knowing the data and the threads to follow for improving future learning. At this point, DDI sessions / intervention discussions will take place to ensure that improvement is made over time.

Mrs Inglis, Deputy Head, ensures that all data is added onto school documentatiom within the time frame for collection and will distribute analysis to SLT, Subject Leaders and staff within school. A whole school review of data will form part of SLT discussions and governors meetings.

5 Reporting to Parents

Reporting to parents and carers is a fundamental part of our assessment practices at FCJ to encourage, engage, motivate and improve future learning. Assessment data is reported to our parents in the form of both consultation evenings and written reports. The format for reporting to parents is outlined below:

5.1 Autumn term consultation meeting discussions surround details on: attainment and progress performance over the term, attendance data and future learning targets.

5.2 Spring term consultation meeting discussions surround details on: attainment and progress performance over the term and year to date, attendance data and future learning targets.

5.3 Summer term, end of year reports. The basis for our written reports is to ensure parents are informed about:

- 5.3.1 Progress.
- 5.3.2 Attendance.
- 5.3.3 Brief achievements in all areas of the curriculum.
- 5.3.4 Targets for improving future learning
- 5.3.5 Results of external examinations taken, as applicable.

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. For pupils working below the expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

6 Training

Staff receive regular CPD. Assessment updates are communicated to all staff as and when is necessary. The headteacher, assessment lead and subject curriculum leaders are responsible for keeping all teachers up to date with advances in school assessment and ensuring that staff have access to continuing professional development opportunities, as applicable, in assessment. Methods for assessment and recording are monitored amongst all staff as part of learning walks, book scrutinise, moderation meetings and in meetings with children. We stay abreast of good assessment practice by keeping up to date with assessment research and work with colleagues from other schools through moderation.

7 Roles and Responsibilities

7.1 Governors

Governors are responsible for:

7.1.1 Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.

7.1.2 Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

7.2 Headteacher and Deputy Head (Assessment Lead)

The headteacher and Assessment Lead are responsible for:

7.2.1 Ensuring that the policy is adhered to

7.2.2 Monitoring standards in core and foundation subjects

7.2.3 Analysing pupil progress and attainment, including individual pupils and specific groups

7.2.4 Prioritising key actions to address underachievement

7.2.5 Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

7.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

8 Monitoring

8.1 This policy will be reviewed annually by Mrs Inglis.

8.2 At every review, the policy will be shared with the governing body.

8.3 All teaching staff are expected to read and follow this policy.

8.4 Mrs Inglis is responsible for ensuring that the policy is followed. She, along with the moderation team, will monitor the effectiveness of assessment practices across the school, through: moderation, learning walks, lesson observations, book scrutinise and pupil progress meetings.

9 Links with other Policies

This assessment policy is linked to:

9.1 • Curriculum policy

9.2 • Early Years Foundation Stage policy and procedures

9.3 • Marking and Feedback policy

9.4 • SEND policy

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle.