



James Bateman Junior High School

Assessment Policy

Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Effective assessment practice ensures learning is planned that meets the needs of the pupils; lessons are carefully planned to ensure it takes account of prior learning.

Termly reports to parents ensure that a partnership between school and home is developed with the aim of raising the attainment and aspirations of pupils.

Detailed analysis of assessment plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school, enabling them to monitor performance accurately.

The purpose of assessment

The purpose of assessment is to:

- Enable learners to demonstrate what they know, understand and can apply
- To help pupils understand how well they are doing and what they need to do next to accelerate their progress.
- To allow teachers to plan learning that accurately reflects the needs of each pupil.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils to inform future planning and assist in guiding the school's strategic direction
- To provide the pupils' next teacher with information to ensure a smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the Senior Leadership Team with information which allows them to monitor and make judgements about the effectiveness of the school; identifying strengths and weaknesses in the curriculum and utilising this information to inform school improvement planning.

- To provide Progress Leaders (Heads of year) with information which allows them to monitor and make judgements about the effectiveness of practice within their year group.
- To provide Curriculum Leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their curriculum area.
- To provide governors with information on the school's performance to strengthen their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

Deputy Headteacher

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To schedule pupil progress meetings on a half termly.

Progress Leaders

- To lead pupil progress meetings
 - To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.

Curriculum Leaders

- To maintain departmental Self Evaluation Forms.
- To advise colleagues and moderate assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- Identify learning objectives to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy and the Teaching and Learning policy
- To carry out summative assessments on a half termly (core subjects) or termly basis.
- To ensure that assessment is used to differentiate accurately during lessons
- To provide examples of assessments to subject leaders for assessment moderation

- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that Individual Education Plans (I.E.P.s) are maintained and regularly reviewed in accordance with the school's S.E.N. Policy.

Principles

The principles of assessment at this school are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis. (see Marking Policy)
- To involve children in their own assessment.
- To keep manageable records.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep governors informed about what the assessment information says about the performance of the school.

Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Sharing learning objectives with pupils (see T&L Policy).
- Giving clear 'Steps to Success.'
- Questioning throughout the lesson in order to judge pupil understanding
- Observations - often by Teaching Assistants either focussed or interactive.
- Providing regular opportunities to review learning against the 'Steps to Success' throughout the lesson
- Involving the children in peer and self assessment by setting pupil targets to help them assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress and provide practical assistance towards the learning objectives.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Effective marking (see Marking policy)
- Sampling pupils' work
- Carrying out diagnostic assessments
- Using assessments and feedback from marking to inform the next stages of learning and planning

Summative Assessments

Assessments of pupils' progress and attainment are carried out on a half-termly (Core Subjects) or Termly basis in order to track performance at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

Data Analysis

- The headteacher utilises the assessment data to carry out an analysis of the data each half term. This information is utilised to inform the :-
 - Pupil Progress meeting discussions,
 - School Self Evaluation,
 - Termly headteacher report to Governors,
 - School Development Plan

Pupil Progress Meetings

- These are held on a regular basis and are led by progress leaders and the appropriate form tutors
- Prior to the meeting the headteacher meets with the relevant senior leaders to go through the data report and to discuss areas to focus on within the meeting.
- The focus of the pupil progress meetings is:-
 - To discuss attainment and progress generally within the class using the half-termly data report to provide context and any additional information gained from the data analysis by the headteacher
 - Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking Policy for detailed information.*

Recording

- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally using SIMS

Assessment Moderation

- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is also carried out by curriculum leaders with subject leaders of other schools in order to ensure consistency.

Monitoring and evaluation

- The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- Literacy and Maths leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutinies and planning scrutinies as part of this process.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year along with written information on the children's attainment and their targets. All pupils have planners and targets are recorded inside for all subjects. During the spring term, pupils who are not on track to hit their targets are invited, along with their parents, to a meeting with appropriate subject teachers to discuss how progress can be accelerated. At the end of the summer term, the pupil's form tutor, year leader and the head teacher give a written report based on their pupil's progress, attainment, behaviour, attendance and attitude. The reports are written in a clear, straightforward manner and are personal to the child.

The report will inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

S.E.N.

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with the high school at the end of year 8
- When children move schools, information is sent through the CTF (common transfer file).

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement.