

Ormesby Village Junior School

Assessment Policy

1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback so that they understand what they have done well, what they need to do better and what their next steps are. This allows us to base our planning on a detailed knowledge of each pupil. We give parents regular reports on their children's progress so that teachers, children and parents are all working together to raise standards for all our children.

2 Aims

- 2.1 The aims and objectives of assessment in our school are:-

- To enable our pupils to demonstrate what they know, understand and can do in their work;
- To show that we value their efforts;
- To help our pupils understand what they need to do to improve their work;
- To inform pupils about their next learning steps;
- To allow teachers to plan work that accurately reflects the needs of each pupil;
- To provide regular information for parents to enable them to support their children's learning;
- To provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for Assessment

- 3.1 We use our curriculum planning to guide and inform our teaching. We set out what is to be taught in each learning topic, identifying when each element is to be covered. Regular opportunities for summative assessment are built into termly plans. Formative assessment takes place on a daily basis and planning is adapted accordingly.
- 3.2 Lessons are planned with clear learning objectives. We base these on the teacher's detailed knowledge of each pupil. We ensure that tasks are matched to pupils' ability levels and offer appropriate support and challenge as needed.
- 3.3 We use the National Curriculum as our main planning guide, supported by Reading, Write, Inc. for spelling and WhiteRose planning for maths. Learning topics for all national curriculum subjects are supported by the 'Cornerstones' schemes of work, which promote cross-curricular, investigative and reflective learning.
- 3.4 At the end of Y3/4/5 pupils are described as either 'pre key stage, well below expected, below expected, just below expected, expected, securely expected, greater depth, securely greater depth or well beyond greater depth'.
- 3.5 At the end of Y6 pupils are given a standardised score based on tests taken in Reading, Maths and Grammar, Punctuation and Spelling. Pupils will have either met, or not met, the expected standards. Teachers will also carry out assessments against the interim frameworks and assess

the pupils as above, and as ‘working towards’, ‘meeting expected’ or ‘working at greater depth’ in Writing.

4 Target Setting

- 4.1 Specific pieces of work across the curriculum will require pupils to achieve particular success criteria/targets. Both pupils and teachers highlight targets and criteria that have been met.
- 4.2 Teachers then highlight curriculum target statements for each pupil on learning grids, based on their work throughout the year, for Writing and Maths.
- 4.3 These grids are then used to support teachers in making termly assessments, as detailed above, on the tracker system, Pupil Asset. Termly data on attainment and progress from various starting points is then analysed and shared with staff and governors.

5 Reporting to Parents

5.1 We have a range of strategies to keep parents fully informed about their children’s progress in school and we always encourage them to contact us if they have any worries or concerns.

5.2 We offer parents the opportunity to meet their children’s teachers in the Autumn and Spring terms. These meetings enable parents to learn about how to support their children’s learning, their strengths and weaknesses and their particular learning targets and attainment and progress to date.

5.3 Parents receive a comprehensive written report at the end of the summer term and have the opportunity to discuss this with class teachers if they wish. This report informs parents about children’s attainment and progress and personal and social development. It highlights strengths and areas for development for the following year. Parents also receive children’s Y6 standardised test scores.

6 Feedback to pupils

6.1 We know that feedback to pupils is very important and it values their efforts and makes sure they know how well they have done and what they can do next to improve further.

6.2 We give verbal feedback on their work whenever possible. Comments are often written on children’s work and opportunities are provided for children to respond to these remarks.

6.3 Children also have opportunities to self-assess their own work and that of their peers. Marking ladders and grids enable pupils to show what they have achieved and what they need to work on next time.

7. Consistency

7.1 Regular work scrutinies and moderation take place within school and across other settings to ensure that judgements are fair and consistent.

This policy will be reviewed yearly.

Policy agreed by staff	8.9.20
Review date	September 2021