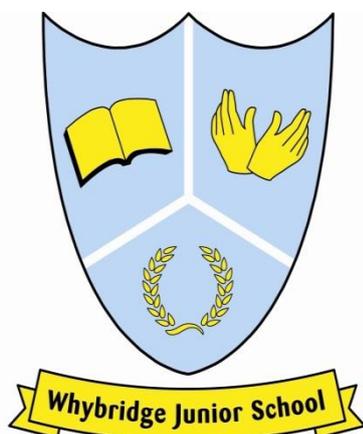


LONDON BOROUGH OF HAVERING

WHYBRIDGE JUNIOR SCHOOL



ASSESSMENT POLICY

This policy will be reviewed in full by the Governing Body on a yearly basis.

This policy was reviewed and updated in **September 2017**

Next review date: **September 2018**

Policy written by Assessment Leader: Mrs Charmaine Uys

WHY ASSESS?

Children's progress is closely monitored at Whybridge Junior School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;

- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular, termly information (see Addendum 1 and 2 – under construction) for parents that enables them to support their child’s learning;
- to contribute towards accountability.

PRINCIPLES

The principles that underpin assessment at Whybridge Junior School are:

- Every child can achieve: teachers at Whybridge Junior School have the mind-set: ‘What do I need to do next to enable child in my class to achieve?’
- The National Curriculum objectives will be used as the expectations for all children.
- Most pupils will make age appropriate progress – 12 months in 12 months, those who need to ‘DIMINISH THE DIFFERENCE’, will be required to make more progress.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is being built into lessons to ensure all children achieve.
- All learners need to understand what they are being asked to learn and more importantly, why. Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is assessed against the success criteria.

AIMS OF THE NEW NATIONAL CURRICULUM

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more ‘assessment of the right kind’, to offer task specific, personalised feedback and to become ‘Assessment Professionals’ by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

Assessment at Whybridge Junior School serves three distinct purposes:

1. To assess what children already know about a given subject (**diagnostic**)
2. To improve learning for every child (**formative**)
3. To report on every child's learning in terms of progress and attainment at the end of a fixed period of time (**summative**)

Good assessment influences teaching and learning: the processes of teaching, learning and assessing are intimately linked. They represent an on-going cycle in which the day-to-day assessing of children's understanding supports teachers to make informed decisions about where to focus teaching and how to pitch activities to ensure the biggest impact on children's learning. On-going and continual formative assessment is therefore essential, so teachers can plan, teach and encourage children to take an appropriate level of challenge in every lesson effectively. This enables every child to achieve and be challenged.

Staff at Whybridge Junior School have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery (refer to Table 1 to see the definition of Mastery). Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies (summative assessment

will be derived from formative assessment strategies and will be reported termly) and a range of recording methods, as detailed below.

FORMATIVE ASSESSMENT (Feedback marking, Rising Stars tests, books, teacher observations, weekly spelling and timetables tests)

The following formal Formative assessments take place at Whybridge Junior School:

- Diagnostic tests for targeted children (as required)
- Years 3 – 5 RISING STARS TERMLY TESTS in autumn and spring terms

Marking and assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to draw a smiley / straight / sad face when they have finished their work to show their level of understanding and to add a comment if possible. They are also encouraged to use a green pen to edit their work and to respond to teachers' comments. See separate Feedback Marking Policy for more information. Children are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Continuous Assessment Tracking sheets (CAT-sheets)

Formative assessment in Years 3 to 6 is recorded on a Continuous Assessment Tracking sheet, currently in English, Mathematics and Science (the assessment of Foundation subjects will be finalised in 2016-2017). Children are assessed against the following grades:

M = Mastered

S = Secure

D = Developing

E = Emerging

U = Unable to assess

TABLE 1:
A New Approach to Tracking Pupil Progress (Primary) - developed by Herts for Learning

Emerging	Developing	Secure	*Mastered
Evidence of a few aspects of the criteria – up to about 20% of the criteria	Secure in many aspects of the criteria – up to about 50%	Secure in more than half of the criteria – up to about 80% * <u>Granularity</u> : Secure if child was able to show evidence of understanding on three occasions.	Secure in all, or almost all, of the criteria Applying knowledge in various settings

Herts Education

(Percentage figures shown are a guide only – a ‘best fit’ approach needs to be taken – subject-specific guidance may indicate certain curriculum areas as having greater weighting than others.)

* The concept of granularity

The level of detail considered in a model or decision making process. The greater the granularity, the deeper the level of detail. Granularity is usually used to characterize the scale or level of detail in a set of data.

Granularity at Whybridge Junior School:

If a child does not have the ability to apply the learning objective, they do not understand it and therefore do not deserve a tick! Not half way, he/she has to understand and apply to deserve a tick. References to specific objectives that could be assessed at a certain time will be linked with weekly planning. Teacher assessment - awarding of ticks on the CAT-sheet - can be done during formative or summative assessment.

* The concept of Mastery

Having deep understanding and retention of all or nearly all of the year’s curriculum and the ability to apply in a variety of contexts.

The focus of each assessment will usually be a learning objective as per the new National Curriculum. CAT sheets will be completed continuously (when marking books, information in books, pupil self-assessment making observations) at the end of a unit of work and/or after diagnostic/formative tests. Each learning objective should be taught and assessed on several occasions during the school year. This will enable teaching teams to evidence progress. Assessment information (refer to Rising Stars tracking sheets) will be used to inform planning and to identify children who may need extra support.

CAT-sheets colour coding

Term 1 - Autumn: **RED** pen to tick the objectives reached and **YELLOW** highlighter to indicate Mastering

Term 2 - Spring: **GREEN** pen to tick the objectives reached and **GREEN** highlighter to indicate Mastering

Term 3 - Summer: **BLUE** pen to tick the objectives reached and **BLUE** highlighter to indicate Mastering

Interpretation of CAT-sheets: Every SECURE in formative or summative assessment will translate to a tick. Remember that the OBJECTIVE/KPI will be the benchmark of each individual's assessment.



Blank blocks, all children – objective not taught yet or sufficiently to be assessed



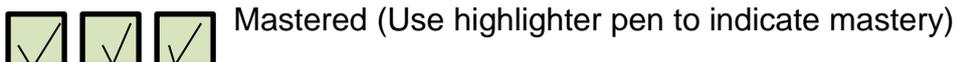
Emerging



Developing



Secure



Mastered (Use highlighter pen to indicate mastery)

TABLE 2: RISING STARS TRACKING SHEETS

The spreadsheet displays a grid for tracking student progress. Key features include:

- Class:** Summer 1
- Teacher:** (Blank)
- Test Administration:** Date test administered (Blank)
- Subject Areas:** Grammar, punctuation and vocabulary; Spelling
- Columns:** G, P, V, GPV, Spelling (with sub-columns V, G, P, G for each)
- Rows:** Individual pupils (names protected)
- Summary Rows (47-50):**
 - 47: Less than expected progress 0-10 (6 children)
 - 48: Expected progress 11-16 (11 children)
 - 49: More than expected progress 17-20 (6 children)
 - 50: Total number of children (23 children)

SUMMATIVE ASSESSMENT

CAT-sheets will translate into a comprehensive summative assessment document and will be completed once every term. *SIMS Capita POS* document will be used to enter the attainment of every child re the learning objectives in English, Maths and Science.

The following formal summative assessments take place at Whybridge Junior School:

- End of Key Stage assessments – Year 6 SATS (summer term)
- Baseline tests in Year 3 Autumn 1
- Years 3 – 5 standardised tests (YEARLY PROGRESS RISING STARS) (summer term)

TABLE 3: SIMS CAPITA POS TRACKING SHEETS

Strand: Word Reading					Y	N	N	N
Grade Distribution					Y	Y	Y	Y
Summary Columns		Overall	Strengths	Next Steps	En Word Read S 56.01	En Word Read N 56.01	En Word Read N 56.02	En Word Read N 56.03
% of Pos Expectations Achieved	% of School Expectations Achieved	CAS En Reading Word Overall	CAS En Reading Word Strengths	CAS En Reading Word Next Steps	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	at this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so	pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension	when teachers are reading with or to pupils, attention should be paid to new vocabulary, both a word's meaning(s) and its correct pronunciation
	50.00 %				D	E	S	S
	25.00 %				D	D	D	S
100.00 %	100.00 %				S	S	S	S
100.00 %	100.00 %				S	S	S	S
100.00 %	100.00 %				M	M	M	M
100.00 %	100.00 %				S	S	S	S
					D	D	D	D
					E	E	E	E
100.00 %	100.00 %				S	S	S	S
	75.00 %				D	S	S	S
	75.00 %				E	S	S	S
100.00 %	100.00 %				M	M	M	M
	50.00 %				E	E	S	S
100.00 %	100.00 %				S	S	S	S
100.00 %	100.00 %				M	M	M	M
100.00 %	100.00 %				S	S	S	M
67	67	67	67	67	67	67	67	67
9	14	0	0	0	16	16	16	16
					9	11	13	14
					13.43 %	16.42 %	19.40 %	20.90 %
					58	56	54	53
					86.57 %	83.58 %	80.60 %	79.10 %
					3	3	3	4
					4.48 %	4.48 %	4.48 %	5.97 %

Judgements will be made based on information from the CAT-sheets, assessment feedback from the children and teaching teams, observations and work contained in books. Summative assessment documents will contribute to Pupil Progress meeting discussions and toward accountability data.

After completion of the POS sheet on SIMS, a summative grade for Reading, Writing, SPAG, and Mathematics should be entered on SIMS Marksheet. Data will be used by HT, DHT, AHT and Phase leaders to inform progress and attainment of school at various stages of the year so that end of the year targets can be reached.

TABLE 4: SIMS CAPITA MARKSHEET

Students	Reading IP-Year 4 Autumn Term	Writing IP-Year 4 Autumn Term	MCP IP-Year 4 Autumn Term	Maths IP-Year 4 Autumn Term	Science IP-Year 4 Autumn Term
Names of children are protected	5D	5D	5E	5E	5E
	5S	5S	5D	5D	5D
	5D	5D	5D	5D	5D
	5S	5S	5S	5D	5D
	5S	5D	5D	5S	5D
	5D	5D	5D	5D	5E
	5D	5D	5D	5E	5E
	5D	5S	5D	5D	5E
	5E	5D	5E	5E	5E
	5E	5E	5E	5E	5E
	5D	5D	5D	5E	5E
	5D	5D	5D	5E	5E
	5D	5D	5D	5D	5D
	5D	5D	5E	5E	5E
	5D	5D	5D	5E	5E
	5S	5D	5D	5D	5D
	5D	5S	5S	5E	5D
	5D	5D	5D	5E	5E
	5D	5D	5S	5E	5E

SATS

Children in Year 6 are assessed during May. The results of these assessments are reported annually to the parents. In order to meet the yearly individual needs of the cohort the timetable of Year 6 may be changed as needed.

PUPIL PROGRESS MEETINGS

1. To be led by Inclusions Manager (AHT) and Phase leaders.
2. Data to be prepared and analysed by HT/DTH. Relevant questions to be raised after data analyses.
3. Inclusions Manager (AHT) to use data to further analyses the performance of SEN, PP, EAL etc.
4. Data to be shared with staff members to prepare for PPM.

5. DHT to decide on date.
6. Inclusions Manger (AHT) to draw up a timetable and organises cover.
7. Minutes of the PPM to be placed on the system so that all role players can have insight into findings to act accordingly.

Focus:

1. To triangulate data.
2. To identify gaps in learning.
3. To come up with solutions to close gaps in learning.
4. To come up with a narrative to explain gaps.
5. To plan interventions and focus on effective planning of lessons to close the gaps.

NOT:

To humiliate and compare the work that teachers and TA's do. Every class has its specific dynamics and this should be evident from the narrative provided by the teacher.

MODERATION AND STANDARDISATION

- Triangulation (assessment data and books) takes place during the Summer term to ensure standardisation across school.
- Weekly PPA meetings are used to moderate within each phase.
- Cross Phase moderation will take place at least once each term.
- Moderation within the Subject Leader Network at least once per year to ascertain standardisation across a network of schools.
- When selected, Local Authority moderation also takes place.

REPORTING

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

Reporting to Parents

- Termly 'Pupil record Cards' (See Addendum 1)
- Annual report to parents (See Addendum 2)

- Head teacher's report to Governing Body termly.

Parent/carer consultations and termly report

Parent/carer consultation evenings take place in the autumn and spring terms for children in all year groups in school. In autumn parents will not have a formal report, but will have access to children's books and a ten minute discussion with the class teacher. If needed to address a certain problem parents can book a longer consultation. In spring parents/carers will have access to the children's books as well as a report on their child's progress. (Refer to Addendum 1.)

Annual report to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school.

INCLUSION

Whybridge Junior School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Inclusions Manager (AHT), parents and external agencies (where appropriate) to plan tailored support.

In each Year group we teach the National Curriculum for that year. The only time differs is for children who have Special Educational Needs – depending on their need they might be taught objectives from an earlier year groups curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales or objectives from a different Year group. New Arrivals are at early stages of learning English are assessed using the 'EAL steps'.

We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Learning Plans, where appropriate, which are reviewed with the child and parents termly. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

ROLES AND RESPONSIBILITIES

Governors: Monitor whole school progress data with support of HT and DHT

Head Teacher / Deputy Head Teacher / Assistant Head Teacher: Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.

Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.

Teaching Assistants: Provide feedback to the teaching staff on progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress.

GENERAL

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy
- Learning Partnerships document

TERMINOLOGY:

Key Performance Indicators (KPI's) and Learning Objectives are seen as synonyms and refer to the new National Curriculum 2014 Programme of study (Statutory requirements).

Strands: Refer to main components (domains) in a subject e.g. English – Comprehension. Mathematics – Number, place value and rounding etc.

Subjects: Refer to English, Mathematics, Art, Computing etc.

Addendum 1

Name: _____ Year group: _____

The table below gives some information regarding the attainment your child has achieved since the beginning of the academic year. This is against the new national curriculum, which means that we no longer use a 'Level', as we have done in the past. We are now looking at how well your child learns, understands and applies against a new set of national expectations. As communicated to parents on the 16th June 2015 (Parent Assessment meeting) the expectations of the New National Curriculum are much higher. This should be taken into consideration when analysing this school report card. If you have any concerns, please discuss with class teacher.

Subject	Spring Term 2016	Effort Grade: A being the highest score
Reading		
Writing		
Maths		
Spelling, Vocabulary, Grammar & Punctuation		
Attendance		
Conduct (Learning Behaviour)		

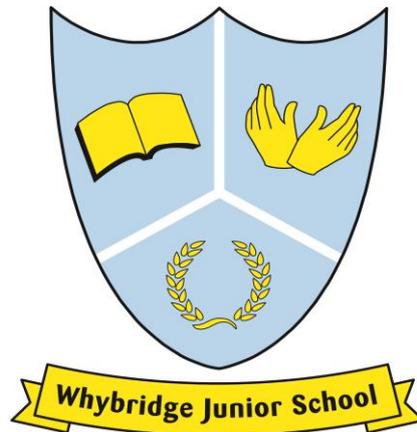
Children are assessed against the following grades:

Emerging (E)	Developing (D)	Secure (S)	Mastered (M)
Evidence of a few aspects of the criteria – up to about 20% of the criteria	Secure in many aspects of the criteria – up to about 50%	Secure in more than half of the criteria – up to about 80%	Secure in all, or almost all, of the criteria. Applying knowledge in various settings

The national expectation is that children should be secure in all of their subjects at the end of the academic year.

Teacher

Date



ANNUAL REPORT

2015-2016

Name:

Year Group:

Class:

Teacher:

ENGLISH

Age related expectations (ARE): objectives - new National Curriculum

Effort Grade

Emerging

Developing

Secure

Master

Programme of study

In Year 5, pupils participate in a range of speaking and listening activities, they work in pairs and small groups participating in drama, debates and poetic performances. Pupils study a range of genres: narrative, recounts, reports, explanations, persuasive writing and poetry. They are taught to write creatively and are expected to use a range of aspects of grammar, within which spelling and punctuation are emphasised. Pupils are challenged to articulate ideas and then to plan, draft, evaluate and edit texts. Reading is part of our daily practice where children engage in a range of activities to develop their comprehension skills and a range of strategies to infer from a given text. Pupils have purposefully been taught to read with fluency, accuracy and understanding and have learnt how to use inference and deduction to look for meaning beyond the literal. Within school a range of activities (Readathon, Bug Club, Spooky Story Night etc.) are arranged to enhance the enjoyment of reading as it is an important aspect of the new National Curriculum.

Progress

MATHEMATICS

Age related expectations (ARE): objectives - new National Curriculum

Effort Grade

Emerging

Developing

Secure

Master

Programme of Study

In Year 5, pupils consolidate their knowledge of the number system, ranging from understanding of place value to sequencing and arranging numbers. Children use their knowledge of the four-operations and apply this to a range of worded problems when using numbers in context. Children develop an understanding of fractions, decimals and percentages and are taught that these are different ways of expressing proportions. Pupils are able to use their knowledge of multiplication and division to convert between standard units. Children become accurate with measuring using a protractor and are able to measure different sized angles. Children can recognise and use reflection and translation in a variety of diagrams, including the four quadrants. Pupils are taught how to interpret and use a range of data from graphs.

Progress

SCIENCE

Age related expectations (ARE): objectives - new National Curriculum				Effort Grade
Emerging	Developing	Secure	Master	

Programme of Study

During the autumn term year 5 studied properties and changes of materials and forces. They planned and carried out an investigation to find out what factors affect the speed in which something dissolves and how. However, undoubtedly, their favourite investigation that term was when we ventured out to Brentwood Ski Slope for some tubing in order to investigate factors that reduce friction. In the spring they studied animals including humans and living things and their habitats. They largely focused on life cycles and looked closely at the human life cycle and the different changes that occur, incorporating our sex education lessons. Lastly, in the summer term they have been learning about earth and space. This year we had an exciting opportunity to take part in a national competition to celebrate the first British astronaut on board the International Space Station. They have enjoyed completing missions and earning badges and we have enjoyed seeing their evidence on our Year 5 Space Cadets website.

Progress

What has been covered this year in other curriculum subjects:	Attainment				Effort Grade
	Emerging	Developing	Secure	Master	
<p>COMPUTING Year 5 have developed their knowledge and understanding of a computing programme called Scratch. This programme allows children to input algorithms and decode their work to produce their own games. They have also extended their knowledge of using search engines by using the internet to carry out research to support their learning in other subjects. Year 5 have had regular use of the school Ipads where children have been able to use Keynote to produce new PowerPoint presentations on the Ipads.</p>					
<p>HISTORY This year they have studied the Anglo-Saxons, World War 2 and the Ancient Egyptians. They have learnt how to use artefacts and pictures to gain an understanding of what life may have been like during those times. Whilst studying World War 2 they researched the life of Anne Frank and reflected on her experiences. They enjoyed a very informative visit to the Havering Museum where they had the opportunity to learn about how our local area was affected during the war.</p>					
<p>GEOGRAPHY Our topic for this year was Brazil and the Amazon Rainforest. They enjoyed a visit to Colchester Zoo where they attended a talk and hands on experience about the rainforest, getting to meet cockroaches and other creepy crawlies. They also explored the hot rainforest enclosure.</p>					
<p>DESIGN & TECHNOLOGY In the spring, year 5 designed and made Brazilian blankets and rainforest animal carnival masks. For their blankets, they researched the work of local artists and learnt to weave. They made their masks using papier mache which they then painted using bright colours and vivid designs.</p>					
<p>P.E Year 5 have completed programmes in gymnastics, fitness, dance, rounders and athletics. They have learnt to always aim to improve their personal best whilst also refining their skills. This year in gymnastics we were lucky enough to have a specialist gymnastics teacher. The pupils learnt how to safely and accurately begin and end a routine. They focused on different types of jumps; mastering the pike, tuck and straddle. This year we linked our dance topic to our topic work, completing a dance moves to match music from the film Rio. We were also lucky enough to take part in a dance workshop with the lead dance instructor from Urban Strides whom the children were familiar with from the DVD for the Young Voices Concert at the O2.</p>					

<p>MUSIC Year 5 have been presented with opportunities to regularly sing in groups of different sizes and as a class. Pupils have also been taught how to practise, rehearse and present performances with an awareness of the audience. In class and singing assembly the children have been learning and practising the National Anthem.</p>					
<p>ART In the autumn term they created three dimensional paintings of Beowulf characters which linked with the Anglo Saxon theme. When we focussed on WW2 the children created Anderson shelters. In the summer term they have been looking at the paintings of Friendsreich Hundertwasser with particular focus on his use of line and shape. They have enjoyed creating their own Hundertwasser inspired pictures.</p>					
<p>RELIGIOUS EDUCATION This year we have largely focused on the Christian religion, looking at the life and teachings of Jesus, concentrating on the miracles, how they might be interpreted and the Easter story. This term we have been learning about Mohammed and what he means to Muslims. They have been looking at similarities across the two religions and have held in depth discussions.</p>					
<p>PSHEE & CITIZENSHIP In Year 5, The children have been encouraged to make informed choices about their actions and understand the consequences which may follow. They are given opportunities to take part in group activities and understand the importance of being part of a team. Each week we reflect on personal qualities that are important for being a good citizen while allowing children time to reflect on weekly news stories from around the world during circle time.</p>					
<p>MFL – FRENCH This year they have learnt to say and write the date in French and say when their birthday is. They can describe the weather and give the names for different items of clothing. They also covered a topic studying habitats; learning to describe where animals and plants live and what they need to survive.</p>					

General Comments

Children are assessed against the following grades:

Class Teacher:

Date:

Headteacher:

Date:

Emerging (E)	Developing (D)	Secure (S)	Mastered (M)
Evidence of a few aspects of the criteria – up to about 20% of the criteria	Secure in many aspects of the criteria – up to about 50%	Secure in more than half of the criteria – up to about 80%	Secure in all, or almost all, of the criteria. Applying knowledge in various settings

The national age related expectation is that children should be secure in all of their subjects at the end of the academic year.