

Ribbleton Avenue Methodist Junior School

Assessment Policy



Headteacher : Mrs F. Nickson
Assessment Co-ordinator : Miss F. Nickson
Assessment Team: David Smith and Rebecca Parkinson
Assessment Link Governor: John Atkins

Assessment and the School Values

Our Vision

Within this truly distinctive Methodist School, our common purpose is to enable every child to thrive academically, emotionally and spiritually and to become the person God intends them to be. We will be a school of which the local community and the Methodist Church are justly proud.

Our Mission

“Brighter futures built with Ambition, Courage and Respect; filled with Love, Hope and Faith”

Aims of assessment

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment needs to:

- Provide information and feedback to support progression in learning through planning;
- provide information for target setting for individuals, groups and cohorts;
- share learning goals with children;
- involve children with self-assessment;
- help pupils know and recognise the standards they are aiming for;
- Raise standards of learning;
- identify children for intervention programmes;
- inform parents and other stakeholders of children's progress;
- complete a critical self-evaluation of the school.

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Ribbleton Avenue Methodist Junior School we will:

- evaluate pupils' learning to identify those pupils with particular needs (including those who are Gifted and Talented) so that any issues can be addressed;
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate;
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make;
- encourage pupils to evaluate their own work, individually using next step marking to indicate success and areas for further development
- mark work so that it is constructive and informative in accordance with the marking policy;
- incorporate both formative and summative assessment opportunities in long, medium and short term planning;
- share assessment information with the next class teacher so children's progress can be tracked as they move through the School.

We will do this by using assessment for learning strategies such as:

- working walls;
- targets;
- sharing Learning objectives and success criteria;
- self and peer evaluation;
- Feedback marking;
- Discussion, talking and modelling.

Formal Assessment Cycle

Formal assessment is a systematic part of our School's work which will be used to track each cohort in School. It is through an effective tracking system that the needs of every pupil can be met and that the School will develop a clear understanding of how to raise standards. Data meetings are held in autumn and spring term with each year group team to identify strategies and interventions that may be needed beyond quality first teaching and adaptations to learning.

The Assessment Cycle at Ribbleton Avenue Methodist Junior School will include data from:

- Statutory tests End of Key Stage2 Tests, Year 4 Multiplication Test;
- Ongoing teacher assessments across KS2 in Reading, SPAG and Maths using the National Curriculum End of Year expectations alongside the PIXL assessments to record children's achievements and progress;
- Ready Steady Write assessment criteria for writing
- Twice yearly Data meetings to discuss children's progress, needs and to identify children who are working towards the expected standard, working at the expected standard or working at greater depth within the expected standard;

- Data meetings identify the relevant interventions that need to be put into place to support children to access their learning and meet their targeted expectations
- Gaps in learning are identified using PIXL analysis
- Data is tracked using Insight
- The responsibility for monitoring these processes lies with the Assessment Coordinator and Senior Leadership Team. It is in recognising the individual abilities of pupils, that the School can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment by the Assessment Coordinator will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching these targets is determined through effective classroom organisation; setting/learning groups and careful planning.

To achieve this at Ribbleton Avenue Methodist Junior School the Assessment Team will:

- analyse the data and review targets for each class and use the information to identify intervention groups, including those pupils who are gifted and able, and those with special educational needs;
- analyse data at the end of academic year to track progress made for specific groups including SEN, FSM, Boys, Girls, ethnicity;
- Hold data meetings to discuss progress with class teachers;
- Share cohort data and analysis to the next class teacher.
- Report to the SLT / Governors

Reporting

- Reporting to Parents/Carers provides the opportunity for communication about their child's achievements, abilities and future targets;
- The annual end of year reports are written so that they have a positive effect on pupils' attitudes, motivation and self-esteem;
- Reports written for Year 6 children are sent on to their receiving High school;
- All reports include particulars of a child's attainment and effort in subjects studied as part of the School's Curriculum;
- Comments refer to strengths and weaknesses and will include targets for future development;
- A separate report reporting on the statutory end of Key Stage tests will be provided;
- Parents/Carers also have the opportunity to receive verbal feedback from teachers at Parents' Evenings held in the Autumn and Spring term and will have opportunity to discuss end of year reports at the end of the Summer term.

Moderation

- Moderation is important to ensure a consistent approach in assessment throughout School and it will be carried out collaboratively with the SLT and class teachers. Further to this, annual cluster meetings will be held with local

schools to provide a moderation opportunity that is both purposeful and developmental.

- It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.
- Evidence can be collected using examples of children's work across all subjects.

Assessment

The Processes for Each Year Group

Key Stage 2





The assessment process in Key Stage 2 follows the New Curriculum and uses the end of year expectations as outlined by the Nation Curriculum supported by the schools own assessment systems and PIXL Assessment, as a method of recording the progress and attainment of the children.

The Key Stage 2 staff use Key Performance Descriptors from the national curriculum, the school made progression documents for all subjects as Assessment guides which is annotated in accordance with children being taught and achieving the objectives.

- The assessment is ongoing;
- The assessment grids are highlighted regularly;
- The evidence for the Assessment grids can be found in the teachers annotated planning, in the marking in the books, examples of work in both books and in displays and on the digital document stores used within ICT;
- Each term the data is gathered and recorded onto INSIGHT using the end of term PIXL test scaled scores. This is monitored by the Assessment Lead and Data team. This data is used to support Data Meetings where year group teams identify children who are working above, working at YGE as well as children who may a series of interventions, adaptations and Therapies provided by PIXL.
- The Insight Language of assessment is included below:

Attainment Evaluation Descriptions

These are used by reports when a mark scheme doesn't provide its own descriptions.

Well Below Expected 	<input type="text" value="Well below"/>
Just Below Expected 	<input type="text" value="Just below"/>
At Expected 	<input type="text" value="Expected"/>
Above Expected 	<input type="text" value="Above"/>
No Data or Evaluation 	<input type="text" value="No data"/>

Tracker	PKF End of year	WTS End of year	EXS End of year	GDS End of year
End of Y2	<p>Working from standard PKS1 PKS2 PKS3 PKS4</p> <p>If at PKS4 then they have secured the ELGS and moving onto the KS1 curriculum</p> <p>(Likely to be SEND)</p>	<p>Working within the KS1 curriculum but not secured Could be working on Y1 or Y2 curriculum but not able to demonstrate secure knowledge of expected standard for end of KS1</p> <p>Record as: WTS</p>	<p>Working at expected standard and can apply and demonstrate key learning objectives from KS1</p> <p>Record as: EXS</p>	<p>Working above the expected standard and can apply and demonstrate key learning objectives from KS1 securely with deeper knowledge</p> <p>Record as: GDS</p>
End of Y3	<p>Still working on securing KS1 – NOT YET ACCESSING KS2 curriculum</p> <p>(SEND) Record using P Scales</p>	<p>Beginning to access KS2 Curriculum at Y3 level</p> <p>Record as: WTS3 or WTS4</p>	<p>Working at expected standard and can apply and demonstrate key learning objectives from Y3</p> <p>Record as: EXS</p>	<p>Working above the expected standard and can apply and demonstrate key learning objectives from Y3 securely with deeper knowledge</p> <p>Record as: GDS</p>
End of Y4		<p>Beginning to access KS2 Curriculum at Y3 level or starting to access Year 4</p> <p>Record as: WTS3 or WTS4</p>	<p>Working at expected standard and can apply and demonstrate key learning objectives from Y4</p> <p>Record as: EXS</p>	<p>Working above the expected standard and can apply and demonstrate key learning objectives from Y4 securely with deeper knowledge</p> <p>Record as: GDS</p>

End of Y5		<p>Beginning to access KS2 Curriculum at Y3 level / Year 4 or starting to access Year 5</p> <p>WTS3 / WTS4 OR WTS 5</p>	<p>Working at expected standard and can apply and demonstrate key learning objectives from Y5</p> <p>Record as: EXS</p>	<p>Working above the expected standard and can apply and demonstrate key learning objectives from Y5 securely with deeper knowledge</p> <p>Record as: GDS</p>
End of Y6	<p>Working from standard PKS1 PKS2 PKS3 PKS4 PKS5 PKS6</p> <p>(SEND PUPIL not sitting SAT paper)</p> <p>If at PKS6 then they have secured the KS1 curriculum and are ready to move onto KS2 curriculum</p>	<p>Working within the KS2 curriculum but not secured</p> <p>Could be working on Y3, Y4, Y5 curriculum but not able to demonstrate secure knowledge of expected standard for end of KS2.</p>	<p>Working at expected standard and can apply and demonstrate key learning objectives from KS2</p> <p>Record as: EXS</p>	<p>Working above the expected standard and can apply and demonstrate key learning objectives from KS2 securely with deeper knowledge</p> <p>Record as: GDS</p>

- The data is updated on the PIXL Tracking tool each term for gap analysis and scaled scores/teacher judgements are then recorded onto Insight, with Foundation Subject Data added to the trackers in Spring 1 and Summer 2 to allow for monitoring by subject leads;
- Judgments are made against PIXL assessments Scaled Scores, RSW Writing assessments and foundation subject outcomes in line with National Curriculum.
- End of year judgements for Core and Foundation subjects are recorded on the internal tracker using the same language used for Reading, Writing and Maths.

Formal Testing

Year 3 & Year 5

- No formal testing takes place in Years 3 & 5

Year 4

- Year 4 complete the Multiplication Test

Year 6

- End of KS2 testing in English and Maths which is reported to Lancashire County Council.
- Science and R.E. judgements are reported to Lancashire County Council