



Together we can!

BEECHWOOD JUNIOR SCHOOL

Assessment Policy

2024 - 2025

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Beechwood Junior School Assessment Policy

The purpose of implementing this assessment policy is to contribute to the raising of standards in the teaching and learning that takes place across the school.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Beechwood Junior School.
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practice
- define clear responsibilities in relation to assessment

Principle of Assessment

At Beechwood Junior School we recognise that there are three types of assessment:

- Day-to-day in-school formative assessment
- In-school summative assessment
- Nationally standardised summative assessment

Formative Assessment

“Formative assessment can identify students’ progress as well as highlight gaps in their knowledge and understanding to give the teacher useful insight as to what feedback and instruction can be provided to continue to move learners forward.” (*Centre for Educational Research and Innovation*).

The principles

For pupils:

- To help all pupils to demonstrate what they know, understand and are able to do related to shared learning objectives
- To help pupils to measure their knowledge and understanding against learning objectives and what they need to do next
 - To provide feedback which leads to pupils recognising the ‘next steps’ in their learning and how to work towards achieving these
- Be underpinned by confidence that every child can improve

For teachers:

- To include reliable judgements about how learners are performing, related, where appropriate, to national standards
- To enable teachers to plan more effectively
- To provide us with information to evaluate our work, and set appropriate targets at Whole-School, class and individual pupil levels

- To involve both teacher and pupils reviewing and reflecting upon assessment information

For parents:

- To enable parents to be involved in their child's progress
- To be informed by the school of the objectives their child is working towards achieving

Summative Assessment

- To enable the school to track the pupils' progress at the end of each term using NTS standardised score testing materials
- To enable the school to demonstrate progress, attainment and wider outcomes
- To give detailed information on previous understanding and knowledge
- To enable smooth transition into the next year group so work can be matched quickly to the needs of the pupils
- To enable parents to understand what their child is able to achieve and how they are able to help them make further progress.

Nationally Standardised Summative Assessment

- To enable the government to monitor schools' pupils' attainment and progress
- To enable parents to compare schools in an area
- To enable the school to demonstrate progress, attainment and wider outcomes
- To enable schools with similar contexts and within the HAMWIC Educational Trust to compare outcomes

Roles and Responsibilities

The School Leadership Team will ensure that:

- All staff are familiar with current assessment policy and practice.
- Each class teacher uses the HAMWIC Trust's Key Performance Indicators (KPIs) for ongoing assessment of individual pupil attainment against objectives within the national curriculum for reading, writing and maths.
- In-school NTS summative assessment tests are carried out and that the resultant data is collated on Bromcom.
- SLT will then analyse the performance of individuals and vulnerable groups (e.g. PP, SEND, EAL) against local and national standards, and set targets for each academic year. Key actions to address underachievement of individuals and groups are prioritised.
- Teachers are held to account for the progress of individual pupils and vulnerable groups in their class through Pupil Progress meetings held after each termly data capture. These are attended by all the teachers in a year group as well as SLT. Staff are asked to justify and signpost specific features of the children's work which have led them make their assessment judgements.
- The SENCO & Inclusion Lead supports class teachers to complete half termly assessment following the Graduated Approach to Special Educational Needs and Disabilities (SEND). If a child is on the SEND Register, teachers will analyse the progress of individuals against specific targets set by either themselves, the SENCO & Inclusion Lead and/or external agencies. The quality of the evidence provided by the teacher is monitored through book looks, observations, intervention data and pupil conferencing which supports future target setting.

- SLT report to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Parents are informed of their child's progress inline with age related expectation during parents' meetings in Autumn and Spring term alongside a written report in the Summer Term when parents are also invited to meet the teacher to discuss the comments made.

Subject Leaders are responsible for:

- Making sure all staff are familiar with the assessment policy, practice and guidance for their particular subject.
- Monitoring the standards in their subject on a termly basis through a monitoring and evaluation report shared with SLT which will include information about data, their observations from learning walks and from talking to pupils as well as looking through books. From this they will formulate an action plan to support whole school improvement with a focus on closing the gap for vulnerable groups.
- Wider Curriculum leaders ensure that staff can assess where children are with regard to age related expectation against the National Curriculum at the end of each year and this is reported to parents.

Class teachers are responsible for:

- Ongoing formative assessment outcomes are used to identify key gaps in learning to be addressed through planning e.g. pupil writing grids.
- Implementing the school's assessment policy, including the administration of agreed NTS tests in reading and maths as well as GPAS at fixed points in the year (Autumn 2, Spring 2, Summer 2) and recording these results on Bromcom.
- Carrying out a gap analysis of these tests and complete a half termly/termly action plan in year groups so they can identify and close gaps for groups of vulnerable pupils or individuals. Where appropriate these are shared with subject leads and SLT.
- Using these test results alongside work in books and lessons to help them make teacher judgments for maths, writing and reading as per HAMWIC Trust's guidance.
- Ensuring summative assessments of children's attainment are reported at three fixed points over the year (Autumn 2, Spring 2, Summer 2) and recorded on Bromcom.
- Using the Graduated Approach to SEND, teachers regularly assess the progress of their learners to identify the necessary adjustments and additional support needed in order to promote positive progress. Specific targets, as outlined in their Pupil Passports, are tracked every half term and evidence to support and demonstrate this progress is collated in classroom SEND files.

Monitoring, Moderation and Evaluation

The School Leadership team will take overall responsibility for ensuring that the Assessment Policy is put into practice across the school. Policy and practice will be reviewed regularly with staff. Year 6 writing assessment will be moderated three times a year in conjunction with other schools within the Edwin Jones Partnership (EJP) and with the LA in line with their moderation cycle. This will happen alongside internal moderation across all core subjects in a variety of forms. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.