

Elson Junior School - Assessment and Reporting Policy

Introduction

Assessment is at the heart of teaching and learning. It provides a framework within which targets are set and children's progress is reviewed and monitored. This should be done in partnership with the children as it provides the opportunity for pupils to demonstrate and review their progress, enabling a full understanding of their next steps in learning and how they will be supported to achieve these.

Solid and robust assessment for learning lies at the centre of quality first teaching and learning experiences. Assessment for learning happens throughout lessons on a daily basis to ensure that children's next steps are right for them, are appropriately challenging and are well supported. This is so that our children can make progress at a faster rate than is expected of them.

Underpinning principles for assessment

- Assessment is at the heart of learning and teaching - it provides evidence to guide next steps and the opportunity for pupils to show and evaluate their progress.
- Assessment is fair - it is inclusive of all abilities and is free from bias, stereotyping and generalisations in respect of gender, class, race and disability.
- Assessment is honest - judgments are supported by a programme of moderation involving experienced professionals to ensure they are accurate and outcomes are communicated in an open and transparent way to assist pupils with their learning.
- Assessment is ambitious - it places achievement in the context of nationally expected standards and sets a pathway of progress and development for each child.
- Assessment is appropriate - it should draw on a wide range of evidence to provide a complete picture of pupil achievement and progress.
- Assessment is consistent - judgements are formed according to common principles and results are capable of comparison with other schools, both locally and nationally.
- Assessment outcomes provide meaningful and understandable information for:
 - Pupils in developing their learning;
 - Parents in supporting children with their learning;
 - Teachers in planning learning and teaching;
 - School leaders and governors in planning, allocating resources and holding the performance of the school to account;
 - Government
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, pupils and parents plan and understand the next steps in learning. All staff are regularly trained in our approach to assessment and we have a senior leader who is responsible for assessment.

We assess pupils against assessment criteria which are concrete descriptions of what a pupil is expected to know and do. Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design. The achievement of each pupil is assessed against all relevant criteria at appropriate times of the school year; judgements are recorded and supported by a range of evidence including observations, records of work and testing. Assessment judgments are moderated by colleagues in school and colleagues in other schools to ensure that our assessments are fair, reliable and valid.

Our use of assessment

- Teachers and leaders use the outcomes of our assessments to summarise and analyse the attainment and progress for all pupils and classes.
- Teachers use this information to plan the learning for every pupil to ensure that they meet or exceed expectations.
- Teachers and leaders analyse data to ensure that pupils identified as vulnerable are making appropriate progress and that all pupils are suitably challenged.
- The information from assessment is communicated to parents and pupils on a termly basis through Parent Pupil Progress Meetings. Once a year, parents and pupils receive a written report which summarises what has been achieved and indicates next steps.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art, performance, behaviour and social and emotional development.

Types of assessment

Formative: *This is on-going assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessment have direct impact on teaching strategies and learning experiences following the assessment. Results and observations are kept in teacher's own record books, on planning or in the children's books.*

Summative: *These assessments take place at defined periods of the year such as end of key stage tests or tests at the end of a unit. Summative tests help teachers make 'best fit' assessments and are used to determine the overall subject levels or descriptions of what pupils are expected to know and do.*

Diagnostic: *All assessments can provide diagnostic evidence however, certain tools are particularly useful in providing a more detailed analysis of children's strengths and next steps. QCA tests, end of unit tests and SATS tests also provide a considerable amount of diagnostic information which teachers make appropriate use of.*