



LEICESTER GRAMMAR JUNIOR SCHOOL

Assessment & Reporting Policy And Procedures

This is one of the policies concerned with the curriculum. It should be read with regard to the policies on Sex Education, Marking, Special Educational Needs and Religious Education. It should also be read with regard to the Prevent duty.

The curriculum promotes the Social, Moral, Spiritual and Cultural development of pupils and supports the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

This is a whole school policy and as such also applies to the EYFS.

AIMS OF ASSESSMENT

Assessment is viewed as essential to, and an integral part of, effective teaching and learning. It contributes to the educational process which helps all pupils to become confident, reflective and more independent learners. As teachers we should constantly be asking ourselves "Why do we assess? What do we assess? When do we assess? And what do we do with the data?"

The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress. Its specific contribution is to provide:

- For children: understanding about what is being learned, guidance on 'next steps' so that progress can be made, and celebration of what has been achieved and a form of motivation.
- For teachers: a range of information which will help to plan challenging and engaging work best suited to the pupils' stage of development. Informing, planning and teaching methods.
- For parents: communication about their child's achievements and progress which will encourage their involvement and contribution.

We aim to:

- Give each pupil awareness of his/her own worth
- Instil an awareness of progress that has been made through individual effort
- Encourage development of a positive work ethic
- Give pupils a clear understanding of how they are assessed

- Give pupils a clear understanding of how they can improve their performance, through marking, self assessment, discussion
- Provide clear and explicit learning targets
- Emphasise positive achievements
- Encourage pupils to aim for high personal standards, fulfilling their potential
- Encourage pupils to use self-assessment as a means of gauging progress and highlighting areas which require further study
- Communicate regularly with parents regarding progress, effort and attainment through reports, parents' evenings and assessment grades.
- Make judgements about a child's attainment based on knowledge gained through techniques such as observation, questioning, marking and testing.
- Provide an accurate picture of every child's achievement and progress,
- Provide detailed assessment information for teachers and staff
- Provide clear information for parents on their child's attainment and progress

We recognise the importance of timely feedback which enables pupils to make immediate improvements and recognise their own learning. Teachers are encouraged to 'live mark' during lessons where appropriate. This verbal feedback may not be evident in pupil books, but leads to better progress.

TYPES OF ASSESSMENT

The reasons for gathering information from assessment are:

- Formative: so that the positive achievements of a pupil may be recognised and celebrated and the appropriate next steps be planned (sometimes known as AfL- Assessment for Learning)
- Diagnostic: through which learning difficulties may be scrutinised and classified so that appropriate help and guidance can be provided.
- Summative: for the recording of the overall achievement of a pupil in a systematic way. This involves judging pupils' performance against national standards.

We recognise that:

- Teachers plan assessment at the same time as planning lessons.
- Use a range of assessment techniques, ensuring consistency.
- Implement a good system of moderation.
- Share assessment results and criteria with pupils as a means of helping them improve.
- View planning, teaching and assessment as important elements of the same continuous process.
- All teachers feel ownership of the assessment policy and implement it consistently.
- Schemes of work and short-term plans making it clear when and what is to be assessed.
- Manageable records that provide clear information on a pupil's strengths and weaknesses.
- Regular monitoring involving all levels of management.
- Teachers use target setting to maximum effect at individual child level and group level
- Children are increasingly encouraged to evaluate their own work and contribute to their overall assessment.

ASSESSMENT FOR LEARNING

Assessment for learning is the process of identifying what the learner has, or has not achieved, in order to plan the next steps in the teaching or learning. We use assessment in the classroom to raise pupils' achievement and believe that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Effective assessment for learning involves:

- The sharing of explicit learning objectives with pupils
- Helping pupils to know the criteria for success - This may be evident in planning, Success Criteria grids, a visual form on a teacher's whiteboard, a verbal explanation to class/group/individual.
- Providing quality feedback and marking that helps pupils to identify successes and highlight 'next steps' in order to continue to make good progress - this could be oral or written (see Marking Policy)
- Pupils learning and using self and peer assessment techniques
- The use of effective questioning to assess progress and move pupils learning forwards.
- Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.
- Setting appropriate targets

TARGET SETTING

Targets are shared with parents on the pupils' reports at the end of the Advent and Trinity Terms. Targets may also be set at Parents' Evenings and at other appropriate times throughout the year as deemed necessary by the class teacher.

In Key Stage Two, pupils have English, Mathematics and Science targets.

In Key Stage One, targets are set in English and Maths but may also include social targets

In EYFS, the teachers use the Early Learning Goals - 'next steps' system as their system of target setting.

FORMAL ASSESSMENT

The school uses a variety of formal assessment tests. There is school-wide co-ordination of the assessment timetable which is circulated annually to staff. The data is stored in SIMS or the assessment area of Sharepoint. Where there is an area of concern, class teachers meet with parents and areas of concern are noted on reports.

The results are also used, alongside other records and professional judgement, to determine grouping in Mathematics, as well as highlight any children requiring special needs or gifted and talented provision. The school also uses the data to monitor trends, such as variations between ethnicity and gender, in results year by year.

Pupils may undertake periodic assessments in the Foundation subjects, usually at the end of a topic and these results are recorded by the class teacher.

The Junior School reports, on its website, an overall summary of achievements at the end of EYFS and each Key Stage. These are compared to national standards. It also sends standardised scores to ISI. Summary statements are reported to the Board of Trustees. Profile Scores are reported to the LEA as requested.

Entry to the school at all levels is through an assessment. There are standard procedures which differ according to the age of the child. For more information see our Admissions Policy.

In the Trinity Term, children from Reception to Year 6 undertake GL assessments in English and Maths. Pupils in Year 5 are also assessed for entry to LGS in Trinity Term. In addition to the formal assessment week, pupils in Year 2, Year 4 and Year 6 take a series of assessments from CEM (Cambridge Primary Insights) in early September. This data allows the school to monitor pupils in a range of areas and ensures there is continuity through to LGS. Pupils in R-Y6 also undertake NFER Assessments in VR and NVR in the Advent Term.

REPORTING

We implement effective reporting arrangements in the following way:

Parents Evenings

These take place twice a year, in the Advent term and near the end of the Lent term.

They are opportunities for constructive, positive and regular discussions between teachers and parents to review progress and identify future learning targets. The teacher records appropriate aspects of the meetings and these are kept in the Class Teachers' Folder and/or on CPOMS. Parents of pupils in Reception, Year 2, Year 4 and Year 6 also receive a summary report in October of their attainment in relation to the CEM assessments taken.

Formal Reports

Formal reports are sent electronically to parents at the end of the Advent and Trinity terms. These include comments based on a pupil's classwork as well as any assessment performance. Results of exams and assessments may be alluded to as are the pupil's targets. Copies of the reports are kept on SIMS. Parents are given the opportunity to comment on their child's report.

Studies Cards

Parents of pupils in Years 5 and 6 receive Study Cards prior to Parents' Evening in the Lent term, indicating

grades which enable them to see the on-going progress of their child.

Reporting of scores

Scores from formal assessments are not routinely shared with parents in isolation. These scores form part of the overall picture of a child's developments and should be taken in context. The formal end of term reports are a better indication of the overall progress of a child. Staff should not share any scores with parents without permission from SLT.

MONITORING AND EVALUATING

The Headteacher, SLT and Assessment Coordinator are responsible for monitoring and evaluating the assessment policy and procedures.