



Principles

Teacher assessment is first and foremost about helping children to learn and make progress. Whilst there is a strong emphasis on assessment of the core subjects of English and Mathematics, we also believe that assessment should recognise all educational achievement. Not all learning is assessed and recorded but assessment against key objectives is carefully tracked.

Aims

- To ensure that children are aware of their achievements and that they know what to do next
- To ensure that planning and teaching meets the needs of all children
- To have a consistent approach that enables comparison of school progress and attainment with national standards

Forms of Assessment

At Calmore Junior School we understand that there are four different forms of assessment:

- Tracking which involves a comparison of current and past attainment of a particular child (in English and Mathematics) and which identifies whether they are: below, secure or beyond national expectations for their age
- Summative Assessment of learning, which includes end of year and statutory assessments made at the end of a Key Stage
- Formative Assessment for learning, based on day-to-day assessments of children's attainment
- Diagnostic, used to provide specific information relating to children's strengths and weaknesses

Tracking

Tracking of attainment and progress in reading, writing and mathematics is carried out using the Hampshire Assessment Model (HAM) and SIMs software. Tracking occurs at four "milestone" points in the year – November (around the 9th week of the school year), February (around the 18th week), April (around the 27th week) and July (end of year). At each of these milestone points, children's attainment is recorded as either "not on track", "close to" or "secure" or "beyond" in relation to the expectations for their age (Age Related Expectations or ARE). Children assessed as "close to" an objective will be expected to achieve it by the next milestone. For most children, these assessments will be made using Key Performance Indicators (KPI's). Children whose attainment or progress gives any cause for concern will be assessed against a wider range of objectives in order to identify areas of need.

The Hampshire Assessment Model is based on the principle of journey towards "mastery" with the aim that children will "keep up" rather than having to "catch up" with their year group expectations. As the year progresses, children are expected to move from being "apprentices" through "competency" and to "experts" in the learning objectives for their year group.

Objectives assessed at the first milestone are those that are easier to attain and children may still require some support and structure with achieving them. By the end of the year, children will need to be fluent, independent and able to apply them across a range of subject domains in order to be assessed as secure.

Information from tracking documents will be used in half termly Pupil Progress meetings in order to identify and agree provision for target groups of children. Tracking documents will also help to inform target setting as part of the Performance Management Process. The Senior Leadership Team will conduct scrutiny and analysis of data from the tracking documents in order to identify where further support, development or training might be needed. This will be shared with Governors.

Summative Assessment

Summative assessments are made at the end of each school year for the core subjects of English and Mathematics.

The Hampshire Assessment model enables the conversion of end of year tracking assessments into summative statements for reading, writing and mathematics which will classify attainment as “beyond”, “secure” or “below” the Age Related Expectations (ARE).

Children will be classified as “beyond” only if they are secure in at least half the domains for each subject while a “challenging aspiration” of 85% has also been set.

This summative record will be used to inform end of year reports to parents of children in years 3-6.

At the end of Key Stage 2 (Year 6) children will have the following tests:

- Reading
- English Grammar, Punctuation and Spelling (EGPS) Paper 1 – short answers
- English Grammar, Punctuation and Spelling (EGPS) Paper 2 – spellings
- Mathematics Paper 1 – Arithmetic (written paper)
- Mathematics Papers 2 & 3 – Mathematical Reasoning

These papers are externally marked and results will be expressed as Scaled Scores. These results will be reported to parents.

Teachers will also submit assessments of writing and science based on the children’s work. Interim arrangements have been published to enable teachers to make these judgements.

Children may be exempt from tests if they are working below the level of the tests or unable to access them. The decision to exempt children will be taken by the Head teacher in consultation with teachers and parents.

Formative Assessment

Assessment for Learning involves using assessment in the classroom to raise children’s achievement. It is based on the idea that children will improve most when 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 happens all the time in the classroom Assessment for Learning is also supported by marking and feedback of children’s work (see Marking & Feedback Policy).

In using Assessment for Learning strategies, our teachers:

- are clear about what all children know, understand and can do in all areas of learning
- ensure that children know what they are supposed to be learning, what they have achieved and how they can improve
- regularly provide children with the chance to reflect and talk about their learning and progress against targets with others
- use a range of assessment methods when assessing learning e.g. direct observation, discussion with pupils, tests, self and peer assessment
- use the results of assessment to inform planning and lesson development
- ensure that other adults working in the classroom are clear about their role in assessing children’s learning and work together

Diagnostic Assessment

Where appropriate, we undertake assessments of a pupil’s strengths and weaknesses to inform a specific programme of learning. This process is led by the SENCO and put into action by teachers and support staff.

The periodic use of the Salford Reading Tests and Vernon Spelling Test help to identify children who may need additional support or challenge in these areas. They also provide a measure of progress for children who are part of intervention programmes.

Target Setting

In recent years, with the transition from a levels based system of assessment, the necessity of ensuring progress and making children aware of their targets are areas for development. At this stage, we are

advised by HIAS (Hampshire Inspection and Advisory Service) that expected progress will mean that almost all pupils who achieve their ARE will remain at ARE in subsequent assessment and that those who are “beyond” remain so. To make more than expected progress a “significant” proportion of children who are not at ARE will reach ARE.

Across KS2, at least 85% of children should stay on track in all year groups. Where ARE achievement is below 85%, the percentage on track should increase over time.

In the interim, day to day Assessment for Learning including marking and feedback will be important in helping children to know what they have achieved and their next steps.

Involving Parents

At termly meetings, parents will be informed of the progress their children are making and about whether they are on track for the ARE. Teachers will identify aspects parents can help to support at home. The annual written report to parents will include information about whether children are “below”, “at” or “above” ARE for English and mathematics. Parents will be informed about the changes to assessment. The annual report will also give information about progress in English and maths and effort and attainment in all subjects.

Children with Special Educational Needs

Pupils with SEN are expected to remain at ARE in areas that are unaffected by their needs. Whilst we strive to ensure that all children keep up and are working within ARE, we are acutely aware that some children with SEN may not, so we are individually tracking these children against reading writing and maths objectives. These objectives might not necessarily be from their current year group. However, this will clearly show that the children are making progress and plugging gaps in order to keep up. Where their needs prevent the attainment of the ARE, children will have personalised objectives in their Education Health Care Plans (EHCP) and assessments will be based on these.

Monitoring

Teachers’ assessments are moderated in termly Staff meetings to ensure parity and consistency of judgements.

In years where there is no external moderation, teachers attend county moderation meetings where groups of teachers moderate each other’s assessments to achieve consistent judgements. Teachers also work closely with local cluster schools to moderate each other’s writing to ensure consistency. Teacher assessment of writing at Year 6 is also subject to periodic external moderation. Senior Leaders and Subject Leaders and governors will also conduct monitoring of assessment through work scrutiny and analysis. New teachers will be supported by their mentors in making assessment judgements.

Assessment timetable

Ongoing assessment	Autumn term	Spring term	Summer term
<p>On-going formative assessment through:</p> <ul style="list-style-type: none"> • Marking, • observation, • target setting • informal discussions 	<p>SLT and assessment manager analyse national data and compare with school outcomes</p> <p>Performance management targets are set for Staff and LSAs</p> <p>Baseline tests completed.</p> <p>Milestone 1 (Nov) tracking completed by teachers.- teachers complete SEN tracking sheets</p> <p>SLT and assessment manager scrutinize data to identify trends and areas for development, vulnerable groups- assessment manager reports to Governors.</p> <p>Pupil progress meetings- identify those who are above ARE- at ARE or below ARE</p> <p>SLT complete work scrutiny – maths literacy and topic books</p>	<p>Milestone 2 (Feb) tracking completed by teachers.- teachers complete SEN tracking sheets</p> <p>SLT and assessment manager scrutinize data to identify trends and areas for development, vulnerable groups- assessment manager reports to Governors.</p> <p>Pupil progress meetings- identify those who are above ARE- at ARE or below ARE</p> <p>SLT complete work scrutiny – maths literacy and topic books</p> <p>Performance management review</p> <p>Subject managers complete work scrutiny – maths + literacy</p>	<p>Milestone 3 (April) tracking completed by teachers.- teachers complete SEN tracking sheets</p> <p>May- KS2 Test week</p> <p>July final data review data added to SIMS</p> <p>Pupil progress meetings- identify those who are above ARE- at ARE or below ARE</p> <p>SLT complete work scrutiny – maths literacy and topic books</p> <p>Written reports to parents</p> <p>Analysis of end of year data including test results- report to Governors.</p> <p>Subject managers complete work scrutiny – maths + literacy</p>

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