



Assessment & Reporting Policy

We aim to be the school of choice at the heart of our community. Through living our Christian values, all children and adults at WCEJS have the opportunity to flourish as individuals.

We nurture the curiosity to learn, the courage to lead and the compassion to care.

Date of this review: Autumn 2019

1. Aims

- 1.1. Ensure progression and continuity (on a daily basis and also between key stages and year groups).
- 1.2. Enable staff and pupils to be aware of expected standards of work (expected outcomes for each year)
- 1.3. Enable pupils to be involved in target setting and their next steps in learning
- 1.4. Enable the tracking of all pupils and vulnerable groups to ensure that all pupils are making progress.
- 1.5. Inform the planning of learning.
- 1.6. Provide information for parents/carers to help them support their child's learning.

2. Key principles

- 2.1. Please also see the current *Teaching and Learning Policy*, which sets out our general principles.
- 2.2. The key principles of assessment are the same for all National Curriculum subjects.
- 2.3. Both formative and summative assessments are used throughout the school year.
- 2.4. Assessment is based on our own system - Wendover Targets. We have assessment objectives, relating to the expectations of the National Curriculum, in each subject. A judgement is made against these objectives: pupils may be *emerging*, *developing*, at the *expected* level or working at *greater depth*.

3. Formative Assessment (Assessment for Learning)

- 3.1. This assessment is ongoing, day to day, and supports planning, teaching and learning. It focuses on identifying the next steps the pupils must take to progress.
- 3.2. Pupils are involved in determining the objective(s) they are learning from the Wendover Targets
- 3.3. Assessing Pupils' Progress: Teachers record progress against the assessment objectives that are at the front of the exercise books / in assessment folders. Yellow highlighting indicates the objectives they are working on and green shows that they have achieved the objective at the expected level.
- 3.4. Learning Objectives: Learning Objectives will be clear and de-contextualised so that pupils know what they are learning. Progress in a lesson is judged against the Learning Objective.
- 3.5. Success Criteria: These will be clear (child friendly language) and differentiated, ensuring that all pupils are challenged. Success Criteria will be displayed in the classroom on the Working Wall.
- 3.6. Steps to Success (S2S or process based success criteria): These are the steps learners need to take to succeed – they work best when generated with pupils and are used throughout the lesson to move learning forward. They are important in developing independent learning and resilience. It is expected that children will take an active role in setting and refining these during the lesson.

Wendover CE Junior School

- 3.7. Feedback: We believe that immediate and specific verbal feedback is often more effective than distance marking. For more details, please see the current *Feedback Policy*.
- 3.8. Self/Peer Assessment and Evaluation: Pupils regularly assess their own and other's work, using the Steps to Success and Success Criteria.

4. Summative Assessment (Assessment of learning).

- 4.1. This is used to monitor pupils' progress and is a summary of where a learner is at a given point in time. It provides a snap shot of what has been learned in terms of both attainment and progress. It encourages a consistent approach to judging pupils' attainment.
- 4.2. Tests will be sat each term in Reading, Mathematics and Science. Year groups may also assess Grammar, Punctuation & Spelling. Writing will be assessed through formative assessment with independent pieces being assessed at the end of each unit of work. reading and spelling ages are also tested in the autumn and in the summer term.
- 4.3. Year 6 pupils will take external tests in Reading, GPS (Grammar, Punctuation and Spelling) and Maths in May. Additionally, Teacher assessment for Writing and Science will be submitted to the Local Authority. Reading, GPS and Maths are externally marked. Writing is teacher-assessed using the KS2 Interim Frameworks. Science is teacher-assessed using exemplification materials to inform judgements.

5. Target Setting and Reporting

- 5.1. Expectations: End of year targets are set for pupils each September for Reading, Writing, Maths, and Science (emerging, developing, expected or greater depth). These are based on prior attainment at KS1 or a baseline assessment if no prior data is available. Targets are aspirational and it is expected that each child will make good progress.
- 5.2. Assessment Points: There are three assessment points each year, usually at the half-term point in each term. Information from the tests will help teachers make a professional judgement about each child's attainment.
- 5.3. Pupil tracking: Pupil progress is analysed by teachers at pupil progress meetings and slow-moving pupils are identified. Further action / interventions are organised according to need with teachers providing information so that the most relevant objectives are set. We track the progress of all children, particularly those in vulnerable groups, so that differences continue to diminish.
- 5.4. Data: Information is used by leaders to make judgements about the teaching and learning within the core subjects. We track attainment and progress by subject (reading, writing, maths and reading, writing and maths combined) for each year and for vulnerable groups within each year and across the school. End of year attainment data is also collected for all areas of the curriculum. Information is shared with leaders and anonymised data is shared with governors each term.
- 5.5. Reporting: Parents receive a pupil progress report each term. For Reading, Writing and Maths, parents are told: the expectation for the end of Year 6; if their child is making expected progress or not; an effort grade; an overall learning behaviour grade; the next steps in learning to make further progress. These reports form the basis of conversations at the termly parent consultation meetings. The end of year report also contains attainment for each area of the curriculum, together with an effort level.