



BUSBRIDGE CE (Aided) JUNIOR SCHOOL

Assessment, Recording and Reporting policy



**This policy was updated in Spring term 2021
It will be reviewed in the Spring term 2024 or as required.**

Our School Vision Statement

To be a school that reflects the love of Christ: **cherishing** each other as unique individuals and **challenging** all to achieve and succeed.

Purpose of the Policy

The purpose of this policy, which compliments the Teaching & Learning Policy and Feedback and Marking Policy, is to:

- establish clear procedures for assessment recording and reporting
- clarify roles and responsibilities
- make the process of assessment, recording and reporting manageable
- ensure statutory requirements are met.

Aims of Assessment

The aims of Assessment at Busbridge Junior School are to:

- inform about individual progress and next steps to advance learning
- aid target setting and continuity of progression between year groups and schools
- aid planning of future work

Principles of Assessment

Assessment should:

- be based upon a common and agreed approach in the school
- take place in a supportive environment
- raise an expectation of success rather than failure and show pupils how to build on strengths while developing strategies to overcome weaknesses in their work
- ensure that pupils understand what is required of them
- provide for the regular collecting, reviewing and recording of assessment information
- address equality of opportunity and allow for comparisons between groups of children (e.g. boys/girls or disadvantaged pupils / non disadvantaged pupils)

Planning for Assessment

In planning for assessment the focus should be on significant achievement. The principles underpinning this are:

- learning outcomes should be clearly identified in both medium and short term plans, this is done through the planning of WALTs and WILFs. (We Are Learning To and What I'm Looking For)

- assessment opportunities should be identified on planning
- assessment should enhance the learning and teaching process

Classroom management and organisation are particularly critical to the quality of assessment. Teachers provide themselves with opportunities to observe children systematically, to structure their learning and to monitor their progress.

Assessment Criteria

Assessment is made against the National Standards for children in Year 6 as set out in Curriculum 2014. The standards for years 3, 4, and 5 are derived from Babcock 4S (and adopted by Busbridge Junior School) and are hierarchical, culminating in assessment against the National Standards in Year 6.

Standards are reported in two different ways. The language of assessment (working towards, working at the expected standard or working at the greater depth standard of a child's age related expectation) and with scaled scores, with 100 being a mean average.

Class teachers refer back to previous assessment information as a baseline and to help set targets.

Formative Assessment (Assessment for Learning)

Ongoing classroom assessment will be effective when teachers:

- are clear what pupils know, understand and can do in all processes of learning and across the curriculum
- ensure pupils know what they are supposed to be learning, what they have achieved and how they can improve
- regularly provide pupils with opportunities to reflect and talk about their learning and progress against targets
- use a range of assessment methods confidently and appropriately e.g. observing pupils, asking questions, listening, assessing pieces of work and administering tests
- have assessment strategies which enable them to recognise when pupils have difficulties or are not making progress
- use assessment to decide what to do next with individuals, groups of pupils or the class
- feel confident that other adults working in the classroom are clear about their role in the assessment and will communicate significant information about pupils to teachers
- apply the standards agreed within the school consistently in the classroom
- use strategies to maintain a low stress environment when assessing children
- plan assessment opportunities, using focus groups and 1:1 teaching, as part of ongoing Assessing Pupil Progress

Child Friendly Assessment

We use a range of strategies including stars and wishes, success checkers and highlighting to help children understand what they are doing well and what their next steps will be. These may be shared orally or in written format. Children are given time to respond to these. Children may use a 'purple perfecting pen' when doing so.

Transfer between Year Groups and Key Stages

Transfer is successful because we:

- have established curriculum liaison and cross-phase trust

- ensure that there is agreement within and across schools about what information should be passed on
- use procedures for passing information internally and to other schools
(eg. Surrey transfer doc/ Assessment manager and GLP schools transfer of pupil records agreement)
- read the information received, and discuss it where appropriate before that start of the new school year
- use the information received to provide appropriate challenge and support for each pupil
- provide information that focuses on significant aspects of learning and identifies pupils' strengths and areas for development.

In-school Moderation

Groups of children's work, in a broad range of subjects, will be moderated regularly to ensure standards are consistent across the school. This will be done through lesson observations, book looks, Subject leader and Senior management team moderating sessions.

Summative Assessments

Date	Subject	Assessments carried out	Results
September	Reading	GRT reading test – For all Year 3 and SEND children in years 4, 5, 6	Copy to: SENCO, Head, Phase Leaders
	Spelling	Vernon Spelling Test – For all children	
October	English and Maths	Windscreen	Share with parents at Parents' Evening.
Termly	Writing	Ongoing APP with judgements recorded on EXCEL spreadsheets.	Fill in tracking sheets at the end of each term (English) and half termly (Maths)
	Maths	Ongoing APP with judgements recorded on EXCEL spreadsheets.	
	Reading	Ongoing APP with judgements recorded on EXCEL spreadsheets.	
Termly	Maths	White Rose tests	Marked internally. Results fed onto class sheets by class teacher.
Termly	Reading	PIRA tests	Marked internally. Results fed onto class sheets by class teacher.
January	Pupil Progress Meetings	Windscreen	SLT – share with parents at February Parents' Eve
May	English, Maths and SPAG. TA - Writing	Year 6 SATs Year 6 TA s	Marked externally. Results to School office for transfer into SIMS. TA writing

June	Reading	GRT reading test – For all Year 3 and SEND children in years 4, 5, 6	Copy to: SENCO, Head, School Secretary (To put into SIMS spreadsheets).
	Spelling	Vernon Spelling Test – For all children	
July	English and Maths	Windscreen	Share with new teacher during handover.

Record Keeping at Busbridge Junior School

Our records on children’s progress are found in:

- Excel spreadsheets
- paper copies of APP grids in books
- annotated weekly planning
- end of year transfer data including windscreens
- annual reports to parents
- teacher’s comments on children’s work
- Assessment Manager – SIMS

End of Key Stage

Our end of key stage data is analysed at senior leadership team level and as a whole staff through use of:

- ASP – Analyse School Performance
- Fisher Family Trust
- Assessment Manager (SIMS)
- Inspection Dashboard
- Internal Data

School target setting

Based on records described above, target setting is carried out in each year group, with SATS targets set at the start of Year 6. Individual Targets are set annually for each child, for both the end of year and end of Key Stage. Individual pupil tracking is used to identify class and year group targets and this is linked to staff Appraisal.

Reporting

Pupil assessment data is shared with other colleagues, in a professional capacity, to identify the stage at which a child is working and to plan for next steps in their education.

Reporting to Parents

It is a statutory duty to produce a report annually that can be retained by the parents. At Busbridge Junior School reports are written during the summer term.

The Busbridge School Report

- Informs parents of their child's progress and informs parents as to whether children are working towards, at or above their child's age related expectations.
- is linked to any SEND support arrangements for children with special needs
- is based on continuous formative assessments and summative records, which are an integral part of the pupil's classroom experience
- uses constructive statements, which indicate strengths and weaknesses
- avoids jargon

The original goes to the parents and a photocopy remains in the pupil record files.

The Role of the Assessment Co-ordinator

- to be responsible for Assessment and Recording throughout the school
- to liaise with the Headteacher and year group co-ordinators on common school policies for Assessment and Recording to ensure continuity throughout the school
- to attend Assessment co-ordinator meetings and to ensure that the staff is aware of all Local Authority guidelines and National requirements
- to liaise with teachers in Year 6 re requirements and transfer to Key Stage 3
- to liaise with Infant and Secondary schools to ensure continuity

The subject co-ordinators will be responsible for advising teachers on specific assessment tasks relating to their subject.

It is the responsibility of each class teacher to ensure that the assessment procedures and policies detailed above are implemented in their class.