



Balfour Junior Academy

Assessment Policy

Updated September 2017

Rationale

The purpose of this policy is to support school improvement and to raise standards of achievement and attainment, for all our pupils. This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning at Balfour Junior Academy.
- Provide clear guidelines for the implementation of the policy.
- Make transparent the procedures in place for monitoring and evaluating assessment practices.
- Define clear responsibilities in relation to assessment.
- Provide clear definitions and purposes for different types of assessment.

National Curriculum

Following the introduction of the National Curriculum framework in September 2014, the government also decided to remove level descriptors. The government's policy of removing level descriptors from the National Curriculum is set out in terms of freeing schools from an imposed measure of pupil progress. The Department for Education has said that levels are insufficient in helping parents to understand how far their child is improving. In their place, from September 2014, "it will be for schools to decide how they assess pupils' progress".

Assessment procedures at Balfour

The old and new curriculums have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum. This means it is not possible to have an exact correlation between a level that was the outcome of



the old National Curriculum assessment and the requirements new National Curriculum, this requires a shift in thinking and in the way we assess out children's outcomes.

We are now assessing children against the new framework, so we are in a time of transition between old and new sets of data. During this transition time children and teachers have completed baseline assessments to find out their starting points for the new national curriculum to give the children the best start to KS2.

The principles that underpin our new assessment system are:

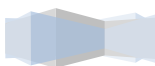
- Every child can achieve: teachers at Balfour have the mind-set, 'What do I need to do next to enable a child in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children.
- Children will make age appropriate progress in line with peers from similar starting points and backgrounds.
- Assessment will be effectively used to ensure lessons are pitched at the appropriate level to ensure all children achieve.

Summative Assessments

Throughout KS2 the children will take part in a number of summative assessments which are to aid teachers in their delivery of lessons and inform them of any gaps in the children's learning. To do this, in Year 3, we will use the previous academic years' KS1 SATS paper, as this is a nationally agreed standard that children are expected to achieve. These are taken in Year 2, however we have a variety of feeder schools, all in which the tests are taken in slightly different ways. Doing this test again will give a more consistent view of every child and also give more detail on what the children can and can't do, rather than just a number. This was a view shared in our last Ofsted visit, where they agreed that our baseline testing is vital to ensure high quality teaching and tracking of pupils throughout KS2. PiXL and GL assessments will also be used to give additional information to teachers and assist in providing Teacher Assessment.

Roles & Responsibilities

Teachers and teaching partners are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue about their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator.



The Assessment Coordinator is responsible for ensuring that:

- Each class teacher uses the PiXL tests and KS1 SATS papers to analyse the performance of individuals and vulnerable groups, then use this information to inform their teaching.
- Data is collated and then reported to Governors and other stakeholders.
- Baseline assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current assessment policy and practice.

The Headteacher is responsible for:

- Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups.
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

The Headteacher and the Assessment Coordinator are jointly responsible for:

- Holding teachers to account for the progress of individual pupils towards their end-of-year targets at pupil progress meetings.

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment, practice and guidance for their particular subject.
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Our assessment and reporting system includes:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is then assessed against the success criteria.
- Three way feedback from the pupil, their peers and their teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny.



Tracking progress over time

As a school we will use FFT aspire, ASP (the replacement for Raise online) and our baseline tests to monitor class and cohort progress across the key stage.

More able children

For children who have securely met the end of year objectives they will be assessed as exceeding objectives for their age group. Rather than moving onto the next year's curriculum these children will work on securing their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress and the introduction of using our Maths Mastery will aid this.

Reporting to Parents

Discussions at parent-teacher consultation meetings in the autumn and spring terms will be centred on the baseline tests and the National curriculum objectives in place for each age group. To assist parents to understand how their child is making progress we are using tests and assessment grids which identify the learning and indicates how their child is progressing towards achieving the expectations for their year group throughout the year. The grids identify not only progress but also where additional focus is needed to assist a child's understanding.

We will produce an End of Year Report for parents which will summarise their attainment and effort across the academic year and the Year 6 children will also receive their KS2 SATS results.

