



Skegby Junior Academy

Assessment Policy

REVIEW PROCESS	
FIRST WRITTEN	September 2017 (reviewed July 2023)
NEXT REVIEW	July 2024

Introduction

Effective assessment provides information to improve teaching and learning. At Skegby Junior Academy assessment is both formative and summative; it should form an integral part of the teaching and learning process. To do this in our Academy, we undertake two different types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment)

Assessment for learning allows staff to use assessment in their everyday classroom practice to raise pupil achievement. Staff use their on-going assessment to adjust the lesson and the planning that follows. Effective feedback is an essential part of assessment for learning as it recognises what children are doing well and it suggests ways to improve.

Assessment of learning (summative assessment)

Assessment of learning judges pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, at the end of a half term or term, at the end of a year or the end of a key stage. Tests results are also used to inform this judgement.

Aims of Assessment

- To enable children to demonstrate what they know, understand and can do in their work.
- To help children recognise the standards to aim for and to understand what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents, to enable them to support their child's learning.
- To provide information that allows judgements to be made about the effectiveness of the school.

The Assessment Process

Teachers' planning outlines the skills and knowledge that need to be assessed throughout each school year. Assessment for learning informs this planning.

Children will be assessed using the following codes:

EXS - meeting age related expectations

GDS - exceeding age related expectations

GDI - above expectations but require intervention to exceed ARE

INT - just below age related expectations and requiring intervention to achieve ARE.

BLW - well below age related expectations

OYG - working in the curriculum of another year group (the year group will also be identified eg OYG2).

Reading, writing and maths are assessed four times per year, October, December, March and July.

Science is assessed three times per year, December, March and July.

History, geography, art, DT and music are assessed twice each year, February and July.

PE is assessed termly (three times per year).

Class teachers record their assessments on Insight.

Staff regularly meet to ensure assessment undertaken is moderated and agreed by all in the Academy and across the Trust. Every term internal moderation of pupils' work takes place; moderated work is then shared and re-moderated at meetings with other Academies led by an Education Director from the Trust and within the local cluster of Academies. This ensures consistency and accuracy across all Academies.

Target setting

Targets are set in reading, writing and maths for all children during each academic year. Progress is measured against the skills the children are able to demonstrate and therefore skills not yet attained become their next targets. Individual targets are discussed where necessary and shared with parents. Children are encouraged to set and review targets themselves linked to their individual performance.

Tracking

Children's assessments are tracked in reading, writing, maths, science, history, geography, art, DT, music and PE. Assessment data is collected at each assessment point - see above.

Pixl tests are carried out in line with the Pixl assessment calendar and are used to support teacher judgements and inform future planning.

Pupil Progress Meetings

Staff meet with the SLT each four times per year to discuss the progress of their children, staff must provide evidence of achievement through on going assessments in books and any test scores which support this. A professional dialogue between SLT and staff identifies gaps and underperforming groups, or those groups who have performed highly.

Assessment Data Returns to GAT

The Trust expects data submission at **three points** through the year plus a baseline entry:

- September baseline - this is the outcome recorded of the previous summer term
- (1) December - Data Point
- (2) March - Data Point
- (3) July - Data Point

Data is submitted to the Trust via Insight and the data is used to monitor the percentage of pupil reaching age related expectations.

Reporting to parents

Parents are encouraged to contact the Academy if they have any concerns about any aspect of their child's work or development.

During the first two terms parents are given the opportunity to meet their child's teacher. At both meetings targets are reviewed and discussed with parents.

At the end of the academic year a written report to parents is produced, this outlines the progress the children have made in the different curriculum areas.

Individual comments are written for reading, writing and maths and the foundation subjects. A general comment about each child is also written. Year 6 reports also provide details of the levels achieved in national tests (SATs).