



Uplands Junior School

Assessment Policy

April 2024



Following the publication of the National Curriculum in 2014, new forms of assessment were developed to align with its content and principles. We now have an assessment system based around 'Age Related Expectations' and use a system of: Entering, Developing, Secure and Greater Depth in relation to expectations.

'There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching accordingly; in school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account.' (Assessment without Levels 2015)

This policy has been written according to the UN conventions on the Rights of the Child: article 3 all adults should do what is best for you, article 4 create an environment where you can grow and reach your full potential, article 12 right to give your opinion, article 28 right to a good quality education and article develop and your talents and abilities.

At Uplands we are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring all pupils have challenging individual targets.
- Regularly monitoring progress to assess the impact of teaching and learning and take prompt, corrective action where appropriate.
- Setting individual pupil targets which are SMART:
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic/relevant
 - **T**ime bound
- Acknowledging progress and attainment.
- Working with other agencies as needed.

Principles

Using the principles and processes of assessment, our aim is to:

- Tie all assessment to its intended purpose to support the educational process and avoid unnecessary teacher workload.
- Monitor progress and support learning to assess the impact of strategies and interventions.

- Celebrate the progress and attainments of pupils and identify areas for development.
- Support pupils to assess their own progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about our pupils' progress and attainment.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

Rationale

The implementation of assessment is central to helping children to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. The overall management and evaluation of assessment is the responsibility of the Senior Leadership Team.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race. This is ensured by trialling products, evaluating products and working from other schools recommendations.

Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

Key roles and responsibilities

- 1.1. The Governing Body has overall responsibility for the implementation of the Assessment Policy and procedures of Uplands Junior School.
- 1.2. The Governing Body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The headteacher will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of Uplands Junior School.
- 1.5. The Senior Leadership Team are responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing progress for all pupils including effectiveness of the provision, using local, national and school level assessment data.
- 1.6. The special educational needs coordinator (SENDCO) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.
- 1.7. Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs.
- 1.8. All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENDCO and headteacher.
- 1.9. Pupils are expected and encouraged to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- 1.10. Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.
- 1.11. Parents/carers are given opportunities to share in any new assessment procedures and informed of any new changes to KS2 SAT assessment.

2. Training of staff

- 2.1. We recognise that early intervention can improve both achievement and self-worth, every teacher should have the opportunity to become skilled and confident when assessing pupil's learning. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets (see

monitoring). Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

- 2.2. Teachers and support staff will receive regular and ongoing training and support as part of their development within staff meetings, year meetings, network meetings, co-ordinator's briefings, TA meetings or external agencies. This is co-ordinated by the Senior Leadership Team.

3. Definitions

Uplands Junior School

- 3.1. Defines "assessment" as either:
 - Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback to move learning forward.
 - Activities which enable modification of teaching and learning activities to improve achievement.
 - Activities which lead to formative or summative feedback.
- 3.2. Defines "diagnostic assessment" as any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.
- 3.3. Defines "formative assessment" as any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve through questioning, marking, observations, recapping and work trawls.
- 3.4. Defines "summative assessment" as activities which assess final achievement at the end of the year through assessment weeks, SEN reviews and KS2 testing.
- 3.5. Defines 'Greater Depth' as deeper, secure understanding of learning at all stages with the ability to transfer these skills to unfamiliar situations.

4. Types of assessment

- 4.1. Uplands Junior School acknowledges that assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Types of assessment carried out include (but are not restricted to):
 - Oral and written feedback
 - Cold and hot tasks
 - Pupil's work to evaluate outcomes
 - Target cards
 - learning conversations
 - self-assessment
 - peer assessment
 - group assessment
 - targeted questioning

- assessment of exemplar work of a range of age related expectations
- use of examination materials
- Against SEND targets

The outcomes of these assessments are fed into the termly assessment data grids which are monitored by the Senior Leadership Team for each year group. Smart targets are set, in relation to target card statements, and a judgment is made by the intervention member of staff whether the children has met the target or not for that session.

- 4.2. Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify where they need to target their efforts to improve. This may include:
- Self-assessment against success criteria
 - Feeling Faces
 - Two stars and a wish
 - Thumbs up, middle or down
 - Rating out of 10 – beginning and end of session

5. Scheme of assessment

- 5.1. Uplands Junior School has implemented the following scheme of assessment which addresses the curriculum knowledge descriptors.

Entering Age Related Expectations

Developing Age Related Expectations

Secure Age Related Expectations

Greater Depth Age Related Expectations (This is not a progressive step)

Children are expected to be secure by the end of the summer term in their year group.

- 5.2. Summative assessments are used to assess what a pupil can do at a particular point in the learning journey, and performance can be measured against age-related expectations. We utilise the following formal summative assessments as one part of the school's assessment process:

Local Authority Reading and Maths Assessments

NGRT (New Group Reading Test) for Reading

Whiterose

6. Target setting

- 6.1. Pupils complete baseline assessments at the end of the summer term (core subjects), which inform long-term national curriculum-based learning goals. Using the results of the diagnostic assessments, pupils' understanding of the subject will be classed as entering, developing, secure and greater depth (Reading, Writing and Maths).
- 6.2. SEND pupils (with an Educational Health Care Plan) may follow national curriculum objectives from a younger year group's curriculum or have P-scale objectives, depending on their need and cognitive ability. Pupils will

then be assessed using the associated criteria. EAL learners, who are at the initial stages of learning English, are assessed by Wolverhampton's Language In Common (STEPS).

7. Tracking and reviewing progress

- 7.1. Formative and summative assessment milestones are recorded (core subjects) electronically using the school's data system. National curriculum objectives are only recorded as 'achieved' when a child has mastered them. In order to master an objective, pupils must:
 - Learn the skill/concept.
 - Practise it.
 - Apply it.
 - Apply the skill/knowledge in a different context.Progress can involve developing deeper or wider understanding, not just moving on to work of greater difficulty.
- 7.2. Pupils are given the opportunity to review their progress through 'learning conversations' which are scheduled into lesson time and developmental marking (see Developmental Marking Policy).
- 7.3. To assist in guiding each pupil's learning journey, data snap-shots are taken at class, phase and subject level, three times a year, towards the end of each term (core only).
- 7.4. Pupil progress meetings for each year group led by Senior Leadership Team are a regular item on team meeting agendas and outcomes are feedback to class teachers and Governors.
 - Reviewing the progress of all pupils.
 - Identifying and monitoring cohorts of pupils that are underperforming and individual children.
 - Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL, Pupil Premium and SEND factors. Pupil Progress Maps are created each term.
 - Selecting intervention strategies to implement as a team to tackle barriers to learning. Interventions are selected from the 'Pupil Progress Map'.
- 7.5. The Senior Management Team meet on a weekly basis. During this time SLT monitor pupils who were identified as underachieving in a number of subjects at pupil progress meetings, to pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention/preteaching for pupils who are identified as persistently underachieving.

8. Marking and feedback

- 8.1. Marking of pupils' work should follow 'The Developmental Marking Policy'. Effective marking of pupils' work is fundamental to ensuring that a

personalised learning journey for all children is achieved with live marking actively encouraged.

- 8.2. Marking and feedback should directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.
- 8.3. Dedicated time will be allotted during lessons for pupils to review and respond to comments and make improvements and take note of 'future thinking'.
- 8.4. Marking and feedback strategies include: (see Developmental Marking Policy).
- 8.5. The quality of pupils' work is rewarded and sanctioned in line with school's reward process.
- 8.6. Achievement and progress is rewarded in the following ways:
 - Work stickers
 - Certificates
 - Verbal praise and encouragement
 - Mention on new letters
 - Facebook posts
 - Shop vouchers
 - Name in the jars
 - Housepoints
 - Marvellous Me message

9. Records and record keeping

- 9.1. Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:
 - Assessment data trackers – managed by a service level agreement to avoid unnecessary teacher workload
 - Pupil progress meeting records and reviews
 - Provision Maps/ Pupil Progress Provision Maps
 - Module assessment records in Computing (examples of work are uploaded) & On-line Safety, Science (knowledge and enquiry), PSHE, DT, MFL, RE, History, Geography and Music.
- 9.2. Summative assessment records, such as key stage 2 examination results, are kept electronically and held for six years after the year of the examination.
- 9.3. Formative assessment records, such as pupil work, are held for as long as necessary.

10. Standardisation and moderation

10.2. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues across year groups and different year groups
- Partnership with colleagues from other schools within the local network working within year groups from different schools
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.

11. Reporting

11.1. Records promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

11.2. A written report for each pupil is sent to parents/carers each year. Reports outline pupils' attainment and progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for English, Maths and Science are also set.

11.3. For pupils at the end of key stages 2, additional information, including the details of SATs, are provided.

11.4. Parents/carers are invited to attend formal consultations (parent evenings) with the teacher during the autumn and spring terms. At these meetings parents/carers are given an update on their child's progress against age related expectations and targets to support progress in English and Maths. Parents/carers are also welcome to discuss the progress of their child with class teachers or the Senior Leadership Team at other times.

11.5. Class teachers or the Senior Leadership Team may invite some parents for discussion if required.

11.6. For foundation subjects teachers will pass on information about those pupils who have 'not' reached expected standards – not GDS (Greater Depth).

11.7. The headteacher reports progress to governors on a termly basis, in the form of a headteacher's report discussing attainment and progress across school.

- 11.8. This policy also links to the Homework Policy, Developmental Marking, Teaching and Learning Policy and CPD (Continuous Professional Development) Policy.

12. Assessment During Remote Learning

No formal assessment will take place during a period of remote learning. Children will receive feedback through recognition and marking of tasks. Uplands Junior School uses the platform called 'Google Classroom' to deliver online teaching and learning when required.

13. Supporting Children Through Assessment

For some children formal assessments cause worry and anxiety. At Uplands we provide a range of teaching strategies and skills for children to channel these worries into a positive experience. At Uplands we provide:

- Trick Box and Jigsaw learning sessions dealing with strategies to cope with worries and anxiety.
- Adjustment to assessments e.g time, scribes, reading support where applicable.
- Warm up and revision sessions before assessments.
- Counselling support, if required, through Art Therapy or Believe to Achieve and Reflwxtions.
- Sessions in the 'Art of Brilliance' to encourage a positive approach to learning.

14. Policy review cycle

- 14.1. This policy is reviewed by the senior leadership team in partnership with school governors and curriculum leaders every two years.

Assessment materials, tools and tests

Reading	<ul style="list-style-type: none"> ● Focussed marking ● Pupil observations ● Book/work scrutiny ● Book Talk reading records ● Summative tests ● NFER reading tests ● Teacher planned comprehension tests/activities ● Phonic phase assessments (including flashcards) ● Reading journal activities ● Reading records in diary ● Intervention records/Pupil Progress Provision Map ● RWI records
Writing	<ul style="list-style-type: none"> ● Focussed marking ● Pupil observations ● Book/work scrutiny ● Writing samples (independent where possible) ● Cold and Hot task assessment grids ● Results of class tests ● Summative tests ● Intervention records/ Pupil Progress Provision Map
Maths	<ul style="list-style-type: none"> ● Focussed marking ● Pupil observations ● Book/work scrutiny ● Results of arithmetic ● Results of speed tests ● Summative tests ● Intervention records/ Pupil Progress Provision Map ● Reasoning tests
Science	<ul style="list-style-type: none"> ● Focussed marking ● Book/work scrutiny ● Teacher assessment against subject knowledge ● Teacher assessment against scientific enquiry
Computing,	<ul style="list-style-type: none"> ● Focussed marking ● Book/work scrutiny ● Teacher assessment against subject knowledge ● Uploaded examples of work
His/Geo	<ul style="list-style-type: none"> ● Focussed marking ● Book/work scrutiny ● Teacher assessment against subject knowledge

Design & Tech	<ul style="list-style-type: none"> • Focussed marking • Book/work scrutiny • Teacher assessment against subject knowledge
Religious Ed	<ul style="list-style-type: none"> • Focussed marking • Book/work scrutiny • Teacher assessment against subject knowledge
MFL (French)	<ul style="list-style-type: none"> • Focussed marking • Book/work scrutiny • Teacher assessment against subject knowledge
Music	<ul style="list-style-type: none"> • Focussed marking • Teacher assessment against subject knowledge
Online Safety	<ul style="list-style-type: none"> • Focussed marking

Uplands Junior School - School assessment schedule

Autumn one	<ul style="list-style-type: none"> • Class profiles updated and end of year targets set. • Year 3 Phonic test for baseline phonics • Year 3-6 Baseline assessments • Phase group assessment moderation meetings. • Online Safety as units are completed through evolve. • Intervention folder updated (on-going). • Writing Cold and Hot tasks (on-going) • 1:1 teacher – pupil premium mentoring • SEND intervention trackers reviewed. • Pupil progress meetings/ Pupil Progress Provision Map • SMT pupil progress updates • Year 6 SAT assessment meeting • NFER Reading assessments • Science and Computing teacher Assessments • Full Board of Governors meeting – Headteacher report evaluated • Curriculum Body meeting – Data and Key Findings
Autumn two	<ul style="list-style-type: none"> • Class profiles updated. • Parents’ consultation meetings • 1:1 teacher–pupil mentoring (on-going). • Writing Cold and Hot tasks (on-going) • Assessment Week in Reading and Maths • Online Safety as units are completed through evolve. • Year 6 Mocks week • Phase group assessment moderation meetings. • Intervention folder updated (on-going) • History/Geography Teacher Assessments • SMT pupil progress updates/ Pupil Progress Provision Map • Science and Computing teacher Assessments • Curriculum Body meeting – Data and Key Findings
Spring one	<ul style="list-style-type: none"> • 1:1 teacher-pupil mentoring (monthly) • Pupil progress meetings/ Pupil Progress Provision Map • Phase group assessment moderation meetings • Online Safety as units are completed through evolve. • Class profiles updated • Intervention folder updated (on-going) • Writing Cold and Hot tasks (on-going) • 1:1 teacher – pupil premium mentoring • Year 6 Mocks week • NFER Reading assessments • SMT pupil progress updates • Science and Computing teacher Assessments • Full Board of Governors meeting – Headteacher report evaluated • Curriculum Body meeting – Data and Key Findings

Spring two	<ul style="list-style-type: none"> • Class profiles updated • 1:1 teacher–pupil mentoring (monthly) • Writing Cold and Hot tasks (on-going) • Parents’ consultation meetings • Online Safety as units are completed through evolve. • Year 6 Mocks week • SEND intervention trackers reviewed • Phase group assessment moderation meetings • History/Geography Teacher Assessments • Intervention folder updated (on-going) • Assessment Week in Reading, Writing & Maths • SMT pupil progress updates/ Pupil Progress Provision Map • Science and Computing teacher Assessments
Summer one	<ul style="list-style-type: none"> • Phase group and cross phase assessment moderation meetings • End of year reports produced • Prepare class hand-over folders • Year 6 SATs • LA SATs moderation meetings for Year 6 • Online Safety as units are completed through evolve. • Intervention folder updated (on-going) • 1:1 teacher – pupil premium mentoring • Writing Cold and Hot tasks (on-going) • SMT pupil progress updates/ Pupil Progress Provision Map • Science and Computing teacher Assessments • Full Board of Governors meeting – Headteacher report evaluated • Curriculum Body meeting – Data and Key Findings
Summer two	<ul style="list-style-type: none"> • Pupil progress meeting. • Report Years 6 SATs results to LA • Report all results of statutory assessments to parents in the form of scaled scores • Annual reports sent to parents. • End of year parent transition meetings • Writing Cold and Hot tasks (on-going) • Online Safety as units are completed through evolve. • Class assessment folder updated in preparation for class handover meeting (on-going) • Class handover meetings (current teacher meets receiving teacher to share information) • Secondary transition meetings • History/Geography Teacher Assessments • Intervention folder updated (on-going) • Assessment Week in Reading, Writing & Maths – Year 3, 4 & 5 • SMT pupil progress updates/ Pupil Progress Provision Map • Science and Computing teacher Assessments • Curriculum Body meeting – Data and Key Findings

