



Little Acorns to Mighty Oaks

Palfrey Junior School Assessment Policy

Why assess?

Children's progress is closely monitored at Palfrey Junior School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they **know, understand, remember and can do** in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child and fill gaps or challenge;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents and that enables them to support their child's learning;
- To contribute towards achieving the expected standard at Year 6.
- To help the school plan provision strategically based on data trends.
- To contribute towards positive transition outcomes from KS1, class to class and on into secondary school.

Assessment in Palfrey Junior School

Whenever a teacher speaks to a child or marks a book, they are making an assessment of the child's capabilities and needs. This shows teachers where to take the learning in the next lesson. For ongoing assessment please read the **Marking Policy**.

Literacy and Maths

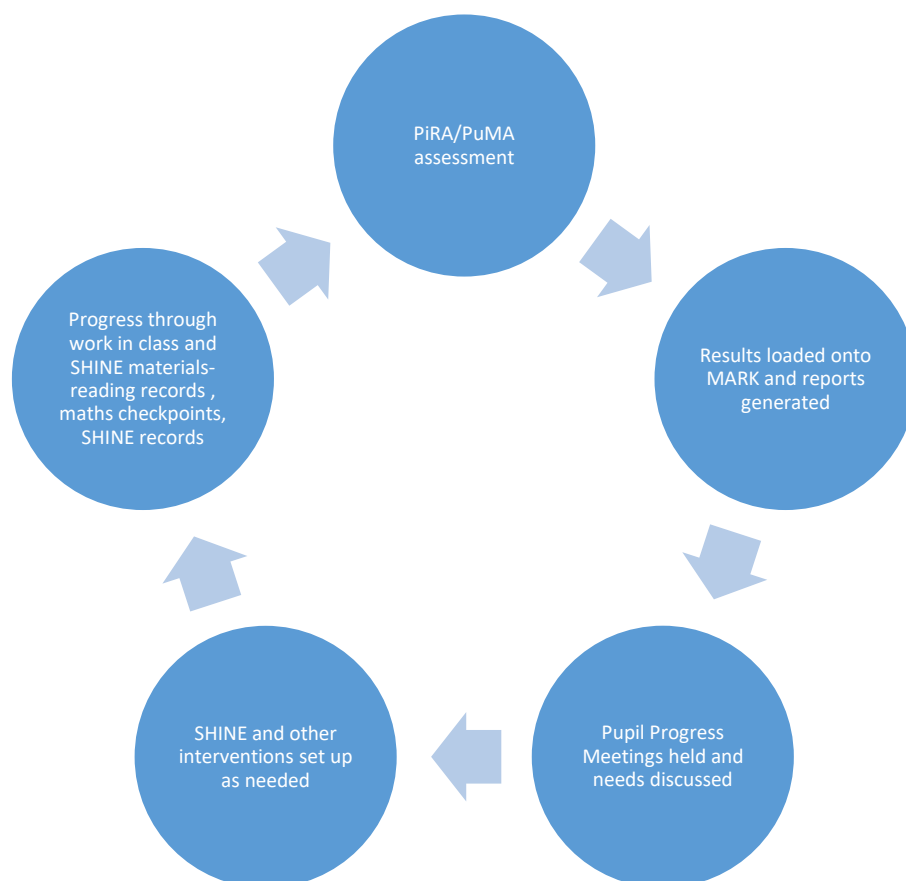
We use **Progress in Reading Assessment (PiRA)** and **Progress in Understanding Maths Assessment (PuMA)** in years 3-5 in order to assess children's attainment and progress. The test gives indications, that are used in parallel to teachers own cumulative judgments, of what children can do and where there are gaps that need filling. It grades children as working towards, expected or greater depth.

Performance on the tests can also be converted to a progress score that can be compared against progress milestones in order to ensure that progress is being made and it is rapid enough. This progress measure runs throughout the key stage. This can be done on an individual, class and cohort level. At the end of each assessment period, a Pupil Progress meeting is held between teachers and Senior and Middle leaders, including subject leaders and the Inclusion Leader in order to shape teaching and interventions according to need.

Both PiRA and PuMA test results can be entered onto a programme called MARK. This takes the results on a question level analysis basis pupil by pupil. It analyses strengths and weaknesses and from that will create a range of reports for individuals classes and cohorts, showing percentages at each level and areas of need that have to be addressed.

This is then synced with SHINE. It shows pupils who have needs in particular areas that are grouped together. It also then provides planning and materials for interventions to use with the pupils in order to target the needs that have been identified. These materials can then be used flexibly for one-to-one, small groups and even whole class interventions. It also has record sheets to chart the progress through the intervention and the impact it has had on addressing that gap in the children's knowledge. More work can then be provided if need or the pupil can be moved on.

PiRA and PuMA are used in the second half of each term and can be seen as forming a cyclical pattern:



Phonics Assessments

Those children that are taught Monster Phonics, in lower school will be assessed using the Monster Phonics assessment program approximately every eight weeks, and will move on to the next stage accordingly.

Writing

Ongoing writing assessment takes place using the National Curriculum expectations. The school has writing assessment statements for each year group.

Each piece of extended writing will be marked by the teacher using an assessment grid, which will have three targets that the children are required to meet. Punctuation and grammar mistakes are corrected by the teacher or pupil as a gap task activity, if they are able to correct these issues with limited support. Spelling errors are underlined for the children during the Autumn term; indicated at the start of the line in the Spring term: Indicated at the start of the paragraph in the Summer term.

Moderation will take place on a termly basis for team members to discuss selected pieces of extended writing and agree teacher judgements. Children will use their writing booklets to map progress towards their Year Group Objectives.

Year 3 Baseline

In order to accurately provide for the needs of the children coming from Key stage 1 and strategically plan Year 3 provision, children will be baselined on entry to school, looking at Reading and Maths using PiRA and PuMA. Writing will also be assessed against the national Key Stage 1 requirements. This allows teachers to know what individuals and groups of pupils are able to do, and what their gaps are from the Year 2 curriculum. Teaching and interventions to ensure these gaps are filled can then be formulated.

Pupils who cannot access the reading test will be given a phonics screen or a Salford reading assessment in order to place them at the appropriate level on our phonics programme **Monster Phonics**.

Curriculum Assessments

History, Geography, Art and DT

Skills

Assessments are made each half term to track skills in History, Geography, Art and DT skills. This records whether pupils have met, not met or surpassed skills taught in each individual topic. Extra support is then put in place for those pupils who have not met the standard when they next have to demonstrate that skill e.g. timeline work in history. Those that are more able are given the opportunity to demonstrate their learning in a way they have designed themselves in our Fantastic Finishes that come at the end of each topic. Moving forward this

will also be developed for RE based on the new SACRE document published in 2021, due to come on stream in September 2022.

Science

After each topic, teachers will complete a Science assessment relevant to the topic covered. This will help teachers to complete their end of year assessment they have add to the system. Integris progress is assessed at the end of each year using assessments specific to each year group's curriculum.

Knowledge

In order to help the children know more and remember more and to develop the children's cultural capital, teachers have identified the core facts from each History, Geography and Science topic that they want the children to take away with them. These are called Sticky Facts. The Sticky Facts from previous topics are built upon and they can see where they will go next. These are highlighted in the topic front pages in books, lessons and discussion, and are tested at the end of the topic informally through quizzes and games, and again at the end of the year. The Sticky Strands are displayed in the classrooms so that the facts are available for the children to see. Moving forward this will also be developed for RE based on the new SACRE document published in 2021, due to come on stream in September 2022.

Computing

It must be remembered that the process more than the outcome is the important issue when assessing computing skills. Wherever possible assessment will be planned into schemes of work and will be used both formatively and diagnostically, helping teachers to meet the developmental needs of each pupil.

The use of many software packages encourages collaborative work. Pupils will work in pairs or groups whenever appropriate. The group mix will vary according to the activity.

Consideration should be given as to whether groups will need to be of mixed or similar ability. Online class portfolios should be encouraged.

Differentiation in set tasks, as well as the outcome from pupils will enable the teacher to assess whether a pupil needs extra time to consolidate skills or whether the pupil is ready to acquire more.

Summative assessment for each half term will be made by teachers in their class curriculum booklet. Children are assessed against age related statements appropriate to their year group, as to whether they are meeting the expected level, exceeding or emerging.

Music

Assessment in Music is both formative and summative. As part of lessons, staff are continuously assessing the needs of the children in their group, adapting activities to both support and/or challenge the children further, as needed. The resources and flexibility of the scheme support staff in doing this. Formative assessments are completed at the end of each teaching unit, using information taken from the Charanga scheme. Staff identify how well children have achieved the objectives for that unit, including whether they are working

below, or above, the expected level. This information is then used to inform the planning and delivery of future units of work.

PE

PE assessment is still under review, as we are trialling out a new system. The new system, requires the teachers and Sports Coach to observe children's ability in taking part in PE and performing the necessary skills. Not only this, assessment will also come from listening to children's answers and discussions.

The learning challenges and I can statements identified in the planning can be the basis of pupils' assessment. The teaching/learning activities and the organisation of those activities must provide appropriate assessment opportunities.

At the end of every half term, the Sports Coach will identify children who is emerging, expected and exceeding. They will then pass on the information to the class teacher. The sports coach and teacher can then have the discussion, if any changes need to be made and what can be implicated in future lessons. PE coordinator will also have a copy of this assessment.

To record what children do in our PE lessons, a Physical Education scrap book will be produced, show casing their work. Such as dance/gymnastic routines and team games. Also, within the scrap book there will be children's comments expressing their views of that lesson.

Progress in swimming in Years 3, 4 and 5 is charted through awards to lead to the aim of every child being able to swim at least 25 meters using a range of strokes effectively and being able to perform safe self-rescue.

MFL

Each year group has year group appropriate targets split into three terms. They are stuck in books at the beginning of each academic year. These targets review the development of language skills in line with the topics covered. Teachers are to tick when children are confidently demonstrating each target.

Year 6

Y6 will complete mock SATs in November and February each year. Children that are on the threshold may also be assessed in April to determine progress towards the expected standard. Data from these tests will be used in two ways: to help project numbers on track to achieve or exceed expected standard; analysis leading to intervention to move those pupils who are not on track or those that can be tipped over the threshold into greater depth.

Child Led Assessment

Children are encouraged where appropriate to reflect on their own work and write comments down in green pen.

At the end of each History, Geography and Science topic children look back across the breadth of what they have learned and self assess what points of sticky knowledge that they feel that they have retained. They also write their WOW Factor down. This is a piece of information that has most surprised, intrigued or inspired them about what they have learned. Children will also be asked to create a Fantastic Finish for their topics where they are able to design a way to demonstrate their own learning.

For Reading, Writing and Maths, we also use target booklet that contains year group appropriate objectives organised for ease into stages. Children can see objectives that they have already met and those that they still have to complete. After discussion with their teachers they choose three targets from each that they especially want to focus on and these are transferred into their books on their 'Target Splat'. At the end of each half term the children and their teacher evaluate their progress on these targets, looking for evidence in books. These are commented on in the Target Splat. The cycle continues each half term. Any children that finish quicker may have a new target, or any child that has not met a vital target can choose it again, but may receive more intervention in order to achieve it. Progress through these stages helps inform teacher assessment, teach according to need and increase pupils' ownership of their learning.

Parents' Consultation

Two parents Consultation drop- ins and a Target Day is held throughout the year so that parents and their children can speak to the teacher about progress and next steps. Children accompany their parents to Target day so that they are able to talk about their learning with their parents and parents can then gain a better understanding of what to do to support them.

Reports to Parents

At Target Day parents will receive a short report about the next steps for their children. At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. Parents / Carers are encouraged to provide feedback to the school. Staff will be given time to support completion of reports. Parents may also make an appointment at any time to discuss their child's progress with teaching staff.

Inclusion

Palfrey Junior is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCO, parents and external agencies (where appropriate) to plan tailored support.

SEN a children are assessed as above and their progress against their targets mapped on the SEND Profile. Children are able to record their own wishes and feelings on this document too.

EAL pupils are baselined on entry on the English Language Competencies. Pupil Premium Pupils also have a profile that tracks attainment and provision as they progress through the school.

November 2024

Review 2027 or sooner should changes occur