



## **Croydon High School GDST Junior School Assessment Policy**

**Responsibility:** Deputy Head of Junior School

**Last Review:** September 2021

**Next Review:** September 2022

**This policy should be read in conjunction with the Junior School Feedback Policy, the Junior School Gifted and Talented Policy and the Whole School SEND Policy.**

### **Introduction**

We believe that effective assessment provides information to improve teaching and learning and requires a systematic approach. From Reception to Year 6, we give pupils regular feedback on their learning so that they understand what it is that they need to do to make progress. This also allows us to base our planning on a detailed knowledge of each pupil. We give parents regular formal and informal reports on their child's progress so that teachers, pupils, and parents are all working together to support pupils' progress.

We believe in the statement that all forms of assessment should be used to improve teaching and learning. At Croydon High Junior School, we believe that the best form of assessment results from ongoing dialogue and interactions with pupils. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore pupils should not be judged solely on the basis of a test. Where data is gathered, it should also be used as a means to support those pupils who are underachieving or to extend the most able.

We systematically and continually assess throughout the EYFS and each key stage. We give all pupils the opportunity to demonstrate what they know, understand, and can do. We use a variety of formative and summative assessment techniques which are carried out as part of the normal classroom activities. Results of formal assessments for Maths and English are reported to parents, passed on to the next teacher at the time of transfer and are available on SIMs.

### **Aims and Objectives of Assessment**

- To enable our pupils to demonstrate what they know, understand and can do in their work
- To help our pupils understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each pupil

- To provide regular information for parents that enables them to support their child's learning
- To provide the Head of the Junior School and the Junior Leadership Team with information that allows them to make judgements about the effectiveness of the school through both formative and summative assessment tracking

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## **Early Years**

### **Formative Assessment**

Progress in the EYFS is tracked primarily using an online profile (Tapestry) where observations of pupils' achievements are compiled, often with photographs attached, and related to objectives. This assessment provides essential information to teachers about the current needs of each pupil in order for teachers to plan activities that are appropriate for each individual.

### **Summative Assessment**

Pupil's progress is assessed termly and levelled as "emerging", "developing" or "secure" at 30-50 months, 40-60 months or having achieved the Early Learning Goals. All pupils are assessed against the Early Learning Goals at the end of Reception and we take part in a Croydon moderation group to verify our results.

Reception pupils complete a GL Baseline assessment 1:1 with the teacher on an iPad and then a baseline progress assessment in June. The results from these tests are recorded in SIMS so that they may be used as part of the tracking through the Junior School. They are also provided to GDST to track value added and attainment across the Trust.

## **Key Stages 1 and 2**

### **Formative Assessment**

Formative Assessment Formative assessment is a powerful vehicle for focusing on effective learning and consists of the following components:

- Sharing learning objectives with pupils;
- Providing feedback which gives recognition and praise for achievement;
- Identifying targets and next steps in learning;
- Involving pupils in self-assessment and peer assessment;
- The active involvement of pupils in their own learning;
- Suggesting strategies for improvement to individuals;
- Effective questioning;
- Adjusting teaching to take account of the results of assessment;

### Feedback

*Please see the Junior Feedback policy.*

While pupils work, the teacher (and other available adults) will circulate the room to monitor pupils' responses. During this time, adults can address mistakes (dot mark in green pen the mistake for pupils to correct immediately) and find examples of errors that they can use as discussion points to develop learning or address misconceptions. Any corrections will be done by pupils with a purple pen.

Pupils may use success criteria or a WAGOLL (what a good one looks like) to reflect on their own work or that of their peers. Any editing that comes from self or peer-reflection will be done with a purple pen.

### **Summative Assessment**

All pupils in Year 3 sit the GL CAT4 Assessment in September to assess their cognitive ability. Scores from this are used to measure progress across the year. Pupils also sit a National Group Reading Test (NGRT) in September and then at the end of each term. In June, all pupils from Years 1 to 6 sit Progress Test in English (PTE) and Progress Test in Maths (PTM) which provides teachers with an overall standardised score. Scores from both the CAT4 and PTE/PTM are sent to trust. An overview of the summative assessments carried out can be found in Appendix A as well as a breakdown of the use of GL assessment. pupils' writing is levelled using the Ros Wilson criteria and regular use of White Rose Maths end of block and end of term assessments are used to inform teachers overall attainment judgements. The data from these assessments is also used to inform next steps for pupils, inform future planning as well as Learning Support, EAL and G&T provision.

### **Reporting to Parents**

Parents' Evenings are held in the Autumn and Spring Terms. Parents meet with their child's teacher on an individual basis and, during the Spring Term Parents' Evening, they are also able to view their child's work.

In the Early Years parents have full access to their child's Tapestry log and are encouraged to view it regularly and contribute towards it. In addition to this, all pupils in the Junior School receive a written report at the end of each term. In the Autumn and Spring term, a short summary report will identify their attainment and application to their work, while the Summer report is a full report reflecting their attainment and progress across the year, and in the case of Reception pupils, their attainment throughout the EYFS.

In addition to qualitative feedback, the reports sent to the parents of pupils in Years 2 to 6 will also include some details of assessments, and an indication of the pupil's progress against their targets.