



'BE THE BEST YOU CAN BE!'

ASSESSMENT Policy

Lead person responsible:

Mrs L Byrne

Date: February 2025

Review Date: February 2027

PHILOSOPHY

This policy outlines the purpose, nature and management of assessment at our School. The implementation of this policy is the responsibility of all teaching staff.

We recognize that assessment is a key part of effective teaching and learning, embedded in day-to-day teaching and as a means of monitoring progress towards national standards.

At Roe Green Junior School, we believe in the following assessment principles that are endorsed by The National Association of Head Teachers and are in-line with Ofsted expectations.

Assessment should be:

- at the heart of teaching and learning
- fair, honest and ambitious
- appropriate, giving an accurate reflection of a pupil's ability
- consistent across the school
- understandable for pupils, parents, teachers, school leaders and governors

At Roe Green Junior School we encourage and facilitate communication with parents with regard to any aspect of their child's welfare at school. As well as the scheduled parent consultation evenings and the final school report, we use the student planner, and other opportunities to communicate with parents with regard to the progress of their child. Our aim is to ensure parents know when their child is having difficulties as well as taking opportunities to praise for outstanding achievement. Regular assemblies celebrate and award certificates for children's achievements outside of school and each term, class teachers nominate two children from their class for a Head teacher Award that recognises excellent achievement across different areas of school life.

ASSESSMENT OVERVIEW

	Short Term		Medium Term		Long Term
PLANNING	Day-to-day lessons	Teacher's Planner. Unit plans annotated daily for individual classes	Unit plans for each subject	Stored in: Google Drive> Shared Drives>Planning> Relevant Year group and subject.	<ul style="list-style-type: none">• National Curriculum• Subject Policies• Whole school curriculum overview

ASSESSMENT OVERVIEW

	SHORT TERM		MEDIUM TERM	
	<p>Day-to-day marking of children's work</p> <p>Day-to day observations of children</p> <p>Weekly/end of unit tests e.g spelling/ Multiplication tables</p>	<p>Marking in-line with feedback policy and includes next step target where appropriate.</p> <p>Teacher's mark book or spreadsheet</p>	<p>End of unit assessments:</p> <ul style="list-style-type: none"> • Computing • Science • History and Geography knowledge will be assessed using a Review of Learning at the end of each unit of work. This will contribute to a teacher assessment grade. <p>Examples of work completed</p> <ul style="list-style-type: none"> • Reading/Writing • Foundation subjects <p>Year 3 Baseline Assessment for Maths/Reading/Spelling NFER tests Autumn 1</p> <p>Teacher Assessment at the end of Autumn & Spring terms for Reading using Focus objectives.</p> <p>Teacher Assessment at the end of Autumn & Spring terms for Writing using Assessment Grids & TAF for Yr 6</p> <p><u>Summer Term</u> Years 3/4/5 NFER Tests for Reading and Mathematics with standardised scores.</p> <p>Year 4 Multiplication Tables Check administered in-line with DfE instructions</p> <p>Yr 6 Statutory Tests Reading, Grammar, Punctuation & Spelling, Mathematics Teacher Assessments for Writing</p> <p>Pupil Progress meetings each term to inform and update provision maps</p>	<p>End of unit assessments recorded in RMStaff> Assessment >relevant subject spreadsheet for Computing/Science and History and Geography.</p> <p>ROMA (Record of My Achievement) shared with parents for Autumn and Spring terms.</p> <p>Teacher Assessment and NFER Tests for Reading/Writing/ Maths. RMStaff>Assessment >tracking pupil progress</p> <p>Parent Consultation meetings Autumn Term Spring Term Summer Term - Written report</p>

Short term Assessment

Marking is an important way of assessing children's work on a day-to-day basis; it should provide immediate feedback to children. It also informs the teacher when planning the next steps in learning. Reference is made to the Feedback Policy, particularly important is 'green pen marking' where children are asked to correct or extend their learning, acting on the comments made in teacher's marking.

Unit plans are annotated to highlight those children who may have excelled in any lesson and those that may have found the work difficult. General comments with regard to whole class achievement may also be added.

Relevant unit plans for lessons being taught will be printed and stored in each Teacher's Planning Folder. These annotated plans will provide a record of the lessons taught and those which are about to be taught.

SEND

Pupils who have special educational needs may often work with a Learning Support Assistant (LSA). Work will be differentiated as directed by the class teacher working in partnership with the LSA. Separate records are kept by the LSA with regard to pupil's achievement and progress in lessons. These are shared with the class teacher to inform assessment and planning for next steps.

Medium Term Assessment

Teacher assessments are completed at least once per term and often at the end of a unit of work. These assessments form the **Record Of My Achievement (ROMA)** for each child. Assessment tasks and tests are agreed with subject leaders and the year group leader. For the majority of subjects, these will be integrated into the everyday teaching and will not be an extra activity. These could include:

- End of unit test
- Written piece of work to reflect the curriculum objectives
- Piece of artwork
- Child's self-assessment e.g. PE
- Proformas may summarise and assess work done across the term

The ROMA folder will be sent home at the end of each term and parents/carers are asked to make a comment on the children's work. The folders are kept until the end of the following academic year autumn term and then the children are allowed to take them home as a permanent record.

Children are encouraged to be proud of the work that goes into their folder and likewise parents are encouraged to value their children's efforts and to see their comments as an important way of encouraging their children.

Teacher Assessments are made for Reading/Writing/Maths/Computing/Science Geography and History. These are recorded on spreadsheets on the school computer system. The school levelling system (Appendix 1) is used to assess children's progress against year group expectations for English and Maths using the 'Focus on Assessment' checklists and the Assessment Grids for Writing.

Science is assessed using the Rising Stars assessment system which converts test marks into three categories; less than expected progress; expected progress; exceeding expected progress. These three categories are also used to assess units of work for History and Geography. Achievement of the objectives in the unit plans and children's completed work will inform this assessment.

Teachers will complete a pupil progress analysis for English and Maths. Year group leaders will meet with class teachers to discuss this and adjust year group planning and support. The SENCO, inclusion manager and other school leaders will use the pupil progress analysis to give advice with regard to the learning and support for individuals and make amendments to the school support provision map.

Parent consultation meetings are held in the Autumn and Spring terms. This is an opportunity to discuss how individual children are progressing and gives parents/carers the opportunity to look at the work their children have completed. A written end of year report is given to parents at the end of the school year.

NEW PUPILS

Brent Education Authority uses the school and borough admission criteria to fill vacant places. As a vacancy becomes available this is reported to Brent Education Authority and the space is filled accordingly. The 'Child and Family' information sheet is completed when a child first arrives at school. This is shared with the class teacher giving the important initial information needed. Class teachers will then take responsibility to informally assess the pupil to plan inclusion into class routines and school support where necessary.

EAL

A child may be identified as being new to English (NEAL) via the induction process: either through information given on the 'Child and Family' information sheet, informal assessment by administrative staff or by the class teacher. Once identified as NEAL, a referral may be made for further support such as scheduled NEAL, reading & phonics interventions. A range of strategies are used by class teachers to ensure appropriate work is set for these pupils. Their progress in English is assessed using the Bell Foundation Assessment Framework at the end of each term: data is recorded on a NEAL Assessment Tracker spreadsheet and targets will inform individual pupils' provision maps. The induction process and assessment cycle of EAL pupils is set out in APPENDIX 2 – EAL Induction & Assessment Flowchart.

SEND

Targets are set for individual children each term and are recorded in Individual Support Plans (ISP) and class provision maps. The progress towards these is updated and recorded

by class teachers and support staff. Targets are monitored each term by the SEND Leader and SEND teachers. PIVATS assessment scheme is used to measure small steps of progress where appropriate.

DISADVANTAGED PUPILS

All teaching staff are aware of the disadvantaged pupils within their class. Class teachers, year group leaders and individual subject leaders consider the attainment and progress of these pupils at the end of each term. At the pupil progress meetings, relevant support and intervention strategies will be discussed and implemented. The progress and attainment of disadvantaged pupils is monitored regularly as part of the overall school performance data.

Long Term Assessment

In the summer term, children in Year 6 will complete the statutory assessment tasks (SATs) for Maths and English. These assessments are marked externally and the results when received are recorded by the school and by the DfE forming part of the Analyse School Performance Report. These reports are analysed by school leaders and subject leaders to inform planning and teaching for the forthcoming year.

Teachers in Years 3, 4 and 5 will complete a final pupil progress analysis for English and Maths. Year group leaders will meet with class teachers to discuss this and adjust year group planning and support. The SEND Leader and inclusion manager will use the pupil progress analysis to give advice with regard to the learning and support for individuals and make amendments to the school support provision map. Those children who are identified as not making expected progress will be closely monitored and included in a target group for the next year to support their progress.

Pupil's end of year attainment and progress is discussed in transition meetings between the current and next class teachers to inform planning and teaching for the forthcoming year. This includes discussions with Roe Green Infant School staff for pupils joining Year 3 and liaison with secondary schools for Year 6 pupils.

MONITORING

Following each assessment activity, each year group will discuss the outcomes to inform future planning and to assess if the task/test is suitable.

Subject Leaders alongside the Deputy Head Teacher, will monitor ROMA tasks and assessments to further maintain and promote excellence across the subjects.

Monitoring by subject leaders is completed each term and allocated on the school calendar (RM Staff>School Admin>Calendars). This will include classroom teaching observations, year group book and folder observations, interviews with children. All forms of monitoring are followed by feedback to relevant staff. Actions arising from the monitoring process will be included in subject leader action plans.

Additional Monitoring in place due to COVID-19

Baseline Assessment using NFER standardised tests for Maths/Reading/Spelling was used by all year groups to support assessment of learning gaps because of lockdown.

APPENDIX 1 – Assessment without Levels

Assessment without levels – School System

The new National Curriculum from 2014 sets out expectations for each year group and children will be assessed against these criteria every year. At Roe Green Junior School we have introduced a graded system that allows us to chart and show progress across the academic year.

For example: Children in Year 3 who are working at age related expectations will be given a level ranging from 3.1 to 3.4. Exceptionally, there may be some children who have extended their learning, covering the relevant year group criteria in greater depth and will therefore be graded as 3.4. Other year groups will be allocated in the same way, e.g. 4.1 – 4.4 for Year 4, 5.1 – 5.4 for Year 5 and 6.1-6.4 for Year 6.

In the autumn term, Year 3 children will have a baseline assessment, which is a nationally graded test for reading and maths, National Federation for Educational Research (NFER). The results from these tests are used to inform our school assessment as detailed above.

In the summer term, in addition to this grading system, the children also take NFER standardised tests. The score between 95-100 indicates a child who is achieving at the expected level for their year group. This standardised score helps to inform teacher assessment.

Name	Class	July 2019
Subject	Teacher Assessment	Age standardised Score
READING		
WRITING		N/A
MATHS		

If you have any questions or would like to discuss your child's results, please contact the school in the usual way.



Ms M Loosemore

Head Teacher

EAL Induction & Assessment Flowchart 2024

