



Assessment Policy

Governor Committee Responsible:	C&L	Governor Lead(s):	Adrian Hunt
Status	Non-statutory	Review Cycle	Three Years
Last Review	October 2021	Next Review Date	October 2024

Aims

The aims of assessment at Charlton Kings Junior School are:

- To help pupils to measure their knowledge and understanding against learning objectives, to take responsibility for their achievements, reflect on their own progress, understand their strengths and identify what they need to do to improve.
- To give parents and carers a picture of their children’s strengths and areas for development plus information about how to support their children to build and consolidate learning.
- To give teachers information about the progress of pupils’ learning – to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress – so teaching can be carefully targeted leading to improved outcomes.
- To provide information on how pupils are performing in comparison to pupils nationally.

Procedure

At CKJS assessment takes place through one of four main forms:

- In-school formative assessment
 - used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis through marking and feedback to pupils.
- Commercially standardised formative assessment
 - used by teachers to understand a pupils’ learning strengths.
- In-school summative assessment
 - used by teachers to evaluate how much a pupil has learned at the end of a teaching period and by leaders/governors to understand the progress of individuals and groups.
- Nationally standardised summative assessment
 - used by the government to hold schools to account.

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Assessment Arrangements

In-school formative assessment

Teachers use a variety of methods on a day-to-day basis to assess knowledge, skills and understanding learnt during lessons. Lesson objectives and targets for learning are included in success criteria and learning is assessed against these. Teachers use a range of techniques to evaluate understanding and identify gaps or misconceptions, using assessment information to plan and target their teaching and improve outcomes. These assessment techniques are varied and include effective questioning, AfL strategies, developmental marking and verbal feedback*. Pupils will reflect on their own learning and understand their next steps. **All** pupils are encouraged to 'believe in themselves' and to maximize their own learning potential. Assessment techniques may be modified to ensure they are inclusive and can be accessed by all.

**See appendix 1*

Commercially Standardised Formative Assessment

Teachers use recognised standardised assessments to understand pupils' strengths and weaknesses so that teaching can be adapted to ensure it is tailored to support progression. The assessments used will vary according to purpose, and include tests such as verbal and non-verbal reasoning, cognitive ability, reading and mathematics tests and tests to identify specific barriers to learning, such as dyslexia screening, processing speed and phonetic awareness.

In-school Summative Assessment

At the end of a learning journey, the end of a unit of teaching or the end of an academic period, teachers will use summative assessments to determine how well a pupil has understood and acquired the knowledge, skills and understanding taught. This will inform next steps in planning future teaching and learning and will feed into the school's provision maps. These ensure all children are making progress and any necessary adjustments to teaching and interventions are planned and implemented. In-school summative assessment will allow school leaders to determine how well classes and groups are performing and to identify pupils who may need further support. Governors can use these assessments to challenge leaders' actions to secure and sustain improvements to teaching, learning and assessment and hold them to account. These assessments will also help teachers to explain to parents their children's strengths and how they can support learning at home.

Nationally standardised summative assessment

These are the statutory assessments at the end of Key Stage 2.

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CKJS Assessment Timetable

Date	Year 3	Year 4	Year 5	Year 6
Daily	In-school formative assessments			
At end of unit of work	Short end of topic or unit tests, teacher assessments			
September	<ul style="list-style-type: none"> Baseline assessments in reading, writing, SPAG, arithmetic and reasoning. 			
October			<ul style="list-style-type: none"> VRQ 10-11 	
December	<ul style="list-style-type: none"> Arithmetic and reasoning tests Writing teacher assessment Spelling test Grammar/Punctuation test Reading test 		<ul style="list-style-type: none"> Arithmetic and reasoning tests Writing teacher assessment Spelling test Grammar/Punctuation test Reading test 	
March	<ul style="list-style-type: none"> Arithmetic and reasoning tests Writing teacher assessment Spelling test Grammar/Punctuation test Reading test 		<ul style="list-style-type: none"> Arithmetic and reasoning tests Writing teacher assessment Spelling test Grammar/Punctuation test Reading test 	
May/June	<ul style="list-style-type: none"> Arithmetic and reasoning tests Writing teacher assessment Spelling test Grammar/Punctuation test Reading test TA for other curriculum areas: science/physical education/history/geography/art/design & technology/music/computing/PSHCE/French 			<ul style="list-style-type: none"> KS2 SATs TA for other key areas: science/physical education/history/geography/art/design & technology/music/computing/PSHCE/French
As required	<ul style="list-style-type: none"> Diagnostic tests 			

Recording and Reporting Assessment

In-school formative assessment is an integral part of teaching and learning and is not formally recorded. It links implicitly with the school's curriculum as detailed in the scheme of work developed for each subject. Evidence of formative assessment will be in the form of success criteria, developmental marking, feedback, pupil responses to feedback, self and peer assessment, teacher mark books, provision maps and a variety of other formats.

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Commercial standardized assessments and in-school summative assessments will be recorded formally (using the schools' MIS and data-recording system) and be available to teachers, leaders and governors.

Statutory assessments will also be recorded formally – both assessments from KS1 and at the end of KS2.

Formative assessments, such as spelling and times table test results, may be communicated to parents through homework sheets or the school planner. Other data may be shared with parents at parents' evenings or meetings.

At each parents' evening, parents and carers will be given a short summary of their child's strengths and areas for development in key aspects of reading, writing and mathematics. A teacher assessment of the child's attitude to learning will also be given.

A full report, showing children's attainment in relation to national expectations, will be given at the end of each academic year. This will show a teacher assessment of attainment for reading, writing, mathematics and other curriculum subjects and an assessment of the child's attitude to learning in each of these.

This policy will be a 'live' document and reviewed as the assessment processes used by the school evolve.