



# **CHALKWELL HALL JUNIOR SCHOOL**

## **Assessment Policy**

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| <b>Reviewed and Approved by:</b> | <b>Governing Body</b> |
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| <b>Date Reviewed:</b> | <b>October 2023</b> |
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| <b>Next Review Date:</b> | <b>October 2026</b> |
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**Tenacitas  
Trust**

**CHALKWELL HALL JUNIOR SCHOOL**  
**ASSESSMENT POLICY**

**PRINCIPLE**

At Chalkwell Hall Junior School we believe that assessment is at the heart of an effective curriculum and is a fundamental part of good teaching and learning. It enables all learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations. Effective assessment will raise standards of achievement for all pupils throughout the school.

*"Assessment is an integral part of teaching and lies at the heart of promoting pupils' education."  
(Final report of the Commission on Assessment without levels September 2015)*

**PURPOSE OF ASSESSMENT**

By assessing pupils accurately and consistently we:

- Compile an accurate summary of each pupil's skills, knowledge, understanding and approaches to learning
- Identify each pupil's strengths and the priority areas for their future learning
- Identify 'next steps' for each pupil and set clear individual targets
- Identify the progress made in individual lessons or series of lessons
- Evaluate the progress that each pupil is making over time
- Evaluate and improve the teaching strategies used with each pupil
- Inform the evaluation of the quality of teaching
- Support pupils to monitor and direct their own learning
- Identify, celebrate and share achievement

**FORMS OF ASSESSMENT**

Assessment for learning is pivotal to Chalkwell Hall Junior School's approach to teaching and learning. Assessment opportunities are constantly taking place in the classroom through discussion, questioning, listening and analysis of work to inform teachers' professional judgement. In addition, periodically, pupils will undertake reviews of work and formal tests. At the end of Year 6 pupils will sit National Curriculum tests.

It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn next to help them improve. To achieve this at Chalkwell Hall Junior School we will:

- Assess pupils' skills and knowledge at the start of a topic or unit of work using Learning Ladders and/or short assessment tasks so work can be pitched at the correct level;
- Evaluate pupils' learning during and after each lesson to identify those pupils with particular needs and address misconceptions in subsequent lessons;
- Adjust plans to meet the needs of the pupils, differentiating work where appropriate;
- Ensure pupils are aware of the learning objective and encourage pupils to evaluate their progress so that they understand the next steps they need to make;
- Encourage pupils to evaluate their own work against success criteria;
- Set and discuss individual, challenging targets, on a regular basis, in maths, reading and writing using Learning Ladders;
- Regularly share these targets with parents to include them in supporting their child's learning;

- Mark work so that it is constructive and informative in accordance with the Marking and Feedback policy;
- Use Assessment For Learning strategies such as working walls, success criteria and self and peer evaluation.

Assessment is a systematic part of our school's work, which will be used to track each pupil and cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

At Chalkwell Hall Junior School everyone has a clear role to fulfil:

**The pupil will:**

- Know what standards are required;
- Know what has been achieved against known success criteria;
- Know what to do next to improve;
- Improve their own self-evaluation skills;
- Be able to measure own performance against agreed targets in Learning Ladders;
- Be able to gauge own performance in comparison to others and against previous performance;
- Have a measure of performance at specific times such as end of Key Stage 2;
- Gain confidence, motivation and self-esteem as a learner;
- Increase their awareness and understanding of their own learning style and of how they learn best.

**The teacher will:**

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement in line with the Marking and Feedback policy;
- Promote pupil involvement in self and peer assessment;
- Set appropriate and challenging targets on a regular basis, in maths, reading and writing using Learning Ladders
- Plan against what children already know, can do and understand;
- Make standards and objectives explicit to pupils;
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement;
- Engage pupils in rich questioning and discussion;
- Build in time for focused observation of teacher-directed and child-initiated activity;
- Maintain accurate records of attainment and progress using Learning Ladders;
- Analyse the data and review targets and progress for individuals and groups;
- Identify gaps in pupils' knowledge and understanding;
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning;
- Implement strategies to accelerate progress to meet local and national expectations (diminishing the difference);
- Conduct parent consultation in the Autumn term;
- Conduct parent and pupil consultations in the Spring term;
- Provide a written report in the Spring and Summer term;
- Discuss pupil progress at the request of a parent by appointment;
- Moderate assessments with colleagues through planning and book scrutinies
- Moderate assessments with colleagues from neighbouring schools.

**SLT will:**

- Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements;
- Organise pupil progress meetings with the relevant staff at least four times a year;
- Monitor the quality of teachers' assessment;
- Moderate assessment to validate data and ensure consistency across the school;
- Arrange necessary training so all staff are confident in making accurate judgments;
- Ensure SEND pupils are assessed appropriately;
- Analyse data to identify groups at risk and to focus intervention on underachieving groups;
- Use assessment information to inform the school development plan;
- Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment;
- Keep parents/carers informed and involved;
- Monitor the effectiveness of assessment practices;
- Set targets for teachers' performance management;
- Involve governors in their accountability role.

**Governors will:**

- Regularly review the progress of all children across the school anonymously;
- Challenge the progress made and set challenging targets.

| Assessment Timetable                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| All teachers will meet with the Assessment coordinator;                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>- 4 times per year for progress and attainment of non-disadvantaged children, in particular children on the cusp of a threshold or are a cause for concern educationally.</li> <li>- 4 times per year for children in disadvantaged groups such as Pupil Premium, SEN, EAL and LAC.</li> <li>- These meetings will be held simultaneously with the CT.</li> </ul>                                             |
| <p>Data Deadlines for Pupil Progress Meetings (children who are on cusp/concerns) <i>as well as</i> Vulnerable Pupil Progress (children who are either Pupil Premium, SEN or EAL) These meetings are held in with the whole year group team, along with the Assessment Lead and SENCo.</p> <ul style="list-style-type: none"> <li>- Learning Ladders updated(on going)</li> <li>- PP forms updated</li> <li>- KS1 cohort progress tracker updated</li> </ul> | <p>As a guideline:</p> <ul style="list-style-type: none"> <li>- Assessment window 1<br/>End of Week 8 for Week 10 Meeting</li> <li>- Assessment window 2<br/>End of Week 18 for Week 20 Meeting</li> <li>- Assessment window 3<br/>End of Week 28 for Week 30 Meeting</li> <li>- Assessment window 4<br/>End of Week 37 for Week 38 Meeting</li> </ul>                                                                                               |
| <p>Moderation Meetings should cover:</p> <ul style="list-style-type: none"> <li>- Book/work scrutiny</li> <li>- LL target comparison</li> <li>- Consolidation of what a child working towards/working at/greater depth of the age-related expectation looks like.</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- 6 x Reading Moderation Meetings in Year Groups per year (Half Termly)</li> <li>- 6 x Writing Moderation Meetings in Year Groups per year (Half Termly)</li> <li>- 6 x Maths Moderation Meetings in Year Groups per year (Half Termly)</li> </ul>                                                                                                                                                            |
| Maths assessment                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>- Yr3 will use a baseline gap analysis to help correct starting point on Learning Ladders</li> <li>- Yr6 will use a more focused and frequent SAT's style approach.</li> <li>- Yr3, 4 and 5 will use the Maths No Problem Module Reviews, White Rose Maths Mastery/Fluency Challenges which are on-going in lessons and White Rose Summative topic gap analysis assessments in conjunction with TA</li> </ul> |
| GPS Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- All year groups will use Single Word Spelling Test (SWST) twice per year. <ul style="list-style-type: none"> <li>-At the end of Autumn 1</li> <li>-Midway through Summer 1</li> </ul> </li> <li>-All year groups will use the Nfer GPS Assessment twice per year. <ul style="list-style-type: none"> <li>-At the end of Autumn 2</li> <li>-Midway through Summer 1</li> </ul> </li> </ul>                   |

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| Reading Assessment | <ul style="list-style-type: none"> <li>- Yr6 will use a more focused and frequent SAT's style approach.</li> <li>- Year groups 3-5 use Headstart Comprehension Assessment, 1 per term, for gap analysis</li> </ul> |
| Writing Assessment | <ul style="list-style-type: none"> <li>- On-going Writing moderation within each year groups (6 per year, 1 per half term) and across multi school challenge group</li> </ul>                                      |

N. Hanshaw  
October 2023