



Assessment

Written By	Senior Leadership Team	
Frequency of Review	2 years	
Date reviewed and approved by Governing Body	December 2018	
Date of next review	December 2020	
Display on Website	✓	
Purpose	<p>Assessment at Burlington is concerned with moving children's learning forward and identifying what has enabled the move. The results of ongoing assessments are used to identify gaps in children's understanding. We also use the Y6 data to compare ourselves to other schools, both locally and nationally, and against previous attainment and targets set. Assessment results are used to help plan further school improvement priorities.</p>	
Consultation	Governors	✓
	Parents	✗
	Pupils	✗
	Staff	✓
Links with other policies	SEND Teaching and Learning	

Burlington Junior School wants each child to make the best possible progress during their time in the school. Children will leave Burlington prepared for secondary school and beyond.

Assessment is at the heart of teaching and learning. It provides evidence to guide teaching and learning and the opportunity for students to demonstrate and review their progress. At the end of year 6, judgements may be moderated by experienced professionals from Achieving for Children to ensure their accuracy. Assessment places achievement in context against nationally standardised criteria and expected standards. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.

Information is shared with parents/ carers during the school year. A school's results are capable of comparison with other schools, both locally and nationally. Assessment at Burlington is concerned with moving children's learning forward. The results of ongoing assessments are used to identify gaps in children's understanding. We also use data to compare ourselves to other schools, both locally and nationally, and against previous attainment and targets set. Assessment results are used to help plan further school improvement priorities.

At Burlington, assessment enables our pupils to learn effectively by:

- Enabling strengths and weaknesses to be identified early and acted upon
- Indicating the next steps in the learning process
- Involving the pupil in identifying his/her next steps and progress
- Providing information on individual progress and National Curriculum coverage
- Setting high aspirations for all children

Teachers use assessment to:

- Indicate strengths and weaknesses in curriculum knowledge
- Inform the next step in the teaching programme and ensuring continuity and progression across the Key Stage and the levels of the subjects
- Set high aspirations for all children

What do the teachers do?

During a term, teachers will be continually assessing and challenging children. Information is gathered by discussions with children (conferencing) work in books, targets achieved, tests or assessments carried out.

Each half term teacher's input a score for maths, reading and writing on SIMs Assessment Manager. This is recorded as emerging, developing, secure or mastered.

The results are based on the national expectations for the year the children are studying. For example the criteria for each year group is a number (to show the current year in school) followed by the title, emerging, developing, secure or mastered. A number of children are currently being levelled out of their current year, where they are not yet meeting the age related expectations of the National Curriculum.

Our assessment system is used to track progress as children move through the age expectations. However a proportion of the children are still working below age related expectations.

- The SLT also uses the information to track the progress of Pupil Premium children and compare this to the progress and attainment of all pupils.
- SIMs assessment manager is used to collate reports and more detailed information to identify trends. It is also used to give a broad over view for

senior leaders and governors, allowing a greater depth of information to be requested and challenged.

- Teachers have termly progress meetings with the Head, Deputy or SENCO where their pupil results and pupil books are scrutinised and further support deployed if necessary.
- Teachers have half termly PP/ SEN meetings with the Head, Deputy or SENCO to challenge the progress and attainment of the PP/ SEN children.
- Moderation of levels on SIMs takes place in year team meetings, SLT and also in staff INSET.

Teachers and leaders may also assess their children and subject areas in a number of ways: discussions with pupil and pupil voice, book scrutiny, learning walks, lesson observations, parental feedback, monitoring and planning.

Target Setting

All teachers set pupil targets for the children they teach which should be pupil friendly targets. These are recorded in the front of their English and Maths books. Children are encouraged to practice these at home and are rewarded for their achievements. Numerical targets are set in Y5 to further increase the high aspirations for all the children. These are shared with the Y5 and Y6 teachers who are involved in the target setting process. Fisher Family Trust data is also used to inform the target setting process.

Reporting to Parents

The school hold two formal parent meetings where work, progress and attainment are shared. At the second parent meeting the main school report is discussed. This allows the child/ teacher/ parent to continue to work in partnership but focus on the key areas contained in the report during the summer term. The third meeting is a chance to meet the new teacher and also speak to the previous teacher and view children's work before the summer break. The main school reports are sent home in March/ April and a final summary is sent in July.

Non Core Assessment

Teachers complete assessment for Science and non-core subjects based on being secure in their knowledge. This also allows teachers to monitor children who in their classes are working below or above the age related expectations and plan accordingly. This is recorded on Word allowing teachers to moderate and provides coordinators with another tool for judging the standards of their curriculum. These are kept and monitored for progress and patterns, enabling weaknesses and strengths to be challenged and celebrated respectively.

Agreed by the SLT
Date December 2018
Review December 2020