



BERRYMEDE JUNIOR SCHOOL

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Assessment Overview

This policy was agreed by governors/staff: November 2018

Date of last review:	November 2018
Date of review:	November 2018
Date of next review:	November 2020
Reviewed by:	L Khan/Governors/Teachers

'Be Happy, Be Healthy, Study Hard'



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Assessment Overview

Assessment at Berrymede

- The main aim of assessment is to recognise the strengths and talents of pupils, and to identify and support their areas for development. Assessment is used to monitor progress and therefore informs future planning for groups of children or individuals. Assessments are used to inform teachers, parents, governors, the LEA and other relevant bodies about the progress that children make.

Forms of Assessment

Assessment for Learning

- Teachers continually assess pupils' performance through their observation of children on tasks set and through the work they produce.
- Assessment for Learning is used throughout school where each pupil is baselined and regularly assessed on progress through NC 2014 Year Group expectations in English, mathematics, skills in each of the Foundation subjects and for attitude towards school.
- These half-termly assessments inform the teacher's planning for the class and for groups within the class and target setting for individual pupils.
- Marking of pupils' work is done in accordance with the school's 'Marking and Feedback' policy and highlights what a pupil has done well and indicates how a pupil can improve a piece of work. This process encourages self and peer assessment which are believed to be fundamental elements in the assessment process.

Formal Assessment

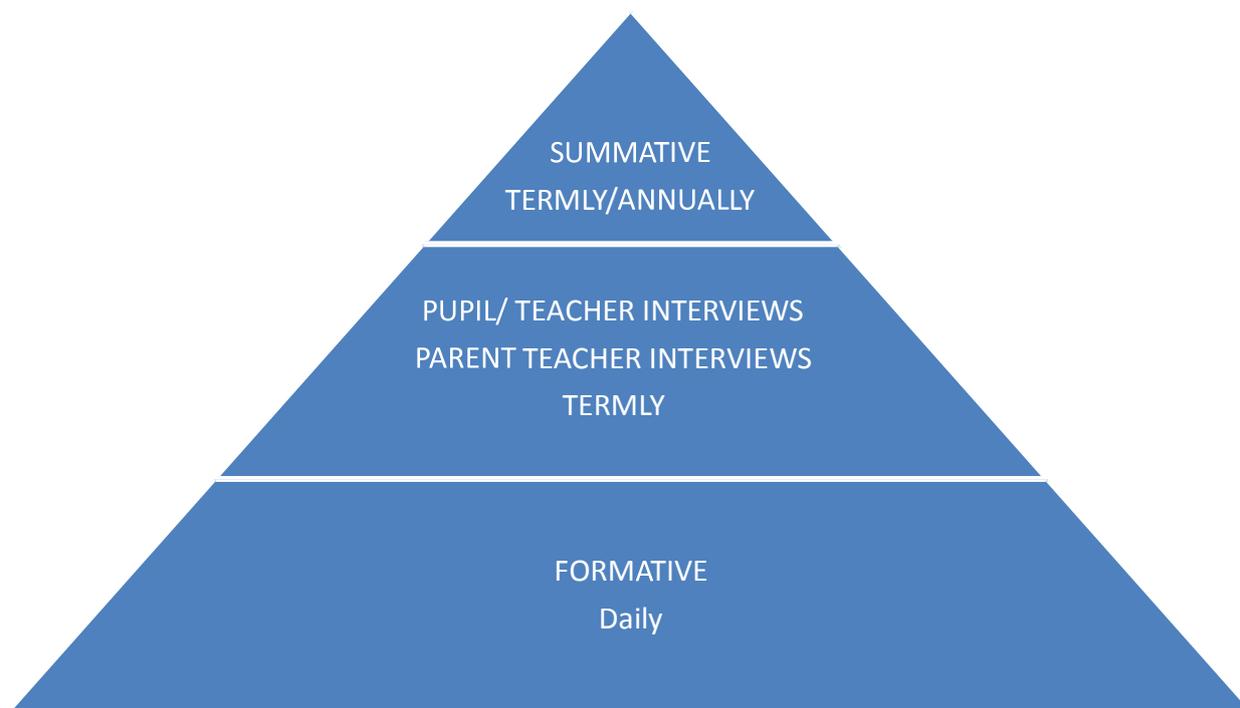
a). **Diagnostic:** this identifies particular learning difficulties and strengths and informs target setting for those pupils who require learning support.

b). **Formative:** For Years 3, 4 and 5 pupils, there will be a baseline assessment in Autumn 1 and all year groups termly assessments in literacy, numeracy.

c). **Summative:** this measures performance at the end of the year through Nationalised Standard Assessment Tasks and Tests in English and mathematics for Year 6. All year groups will also carry out Tests in English and Maths at the end of each term.

Years 3, 4 and 5 also have end of year tests in English and mathematics at the end of the school year .

A summary report for all pupils at the end of the summer term details for parents the levels achieved in English and mathematics, the skills achieved in Foundation subjects and an assessment of the child's attitude towards school.



Recording

- Data obtained through formative and summative assessments is recorded in 'INSIGHT'

English and Mathematics

- Every child is baselined and regularly assessed in reading, writing and mathematics and personalised targets are set for each child in each of these areas.
- Pupils experiencing difficulty in accessing the curriculum are identified for intervention programmes.
- Pupils experiencing significant difficulties in English and/or mathematics in KS2, receive small group and 1-1 interventions in the basic skills, every day, until it is considered that they have made sufficient progress to return to their own class.

Monitoring

Children's progress will be monitored continually through informal and formal assessments by the class teacher and this will inform weekly target setting and medium term planning for English mathematics.

Tracking

- Assessment is a regular agenda item at staff meetings so that all staff understand the importance and purpose of ongoing assessment and are making informed decisions to update the school assessment tracker – 'INSIGHT', effectively.
- End of term assessment data for reading, writing and mathematics is entered into the school tracker and analysed by SLT, who invite class teaching teams to a progress meeting where class, group and individual pupil progress are discussed and analysed and pupils making insufficient progress are identified for intervention.

- Each term, there will be a series of meetings dedicated to the monitoring of pupil progress across the Key Stage. Work will be scrutinised and moderated in English, Maths and Science. This will inform future target setting, medium and long term planning.

Reporting

- Parents are invited to attend one consultation afternoon a year and one open evening in order to discuss their child's progress.
- Parents receive a written report in July, summarising the year's work. Year 6 parents also receive a summary of the National Curriculum standards their child has attained in their end of Key Stage tests.
- Assessment of pupil progress in each of the Foundation subjects is made in terms of what children 'know, understand and can do'. This skills based curriculum, in which subject specific skills are taught and key skills are integrated is used throughout school.