

## **Ludlow Junior School**

### **Our Assessment principles**

**Reviewed: October 2017**

**To be reviewed: October 2018**

#### ***Assessment for Learning is at the heart of teaching and learning***

We believe that Assessment for learning provides evidence to guide teaching and learning and gives pupils opportunities to self-assess and review their own progress. This on-going, within and between lesson assessments are what ensures all pupils make progress. We believe that assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Assessment must be fair and honest, free from bias, inclusive of all abilities and used to assist pupils with their learning.

#### **Assessment leads to a development pathway of progress for every child.**

Assessment should draw on a wide range of evidence to provide a complete picture of student achievement. We work to ensure that assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

#### **Assessment outcomes provide meaningful feedback and should be understood by:**

- Pupils in developing their learning;
- Parents in supporting children with their learning;
- Teachers in planning teaching and learning.

#### **Assessment must provide information that justifies the time and money spent by;**

- School leaders and governors in evaluating, planning and allocating resources;

#### **Assessment must be consistent.**

We ensure that judgements are formed according to common principles and that the results are readily understandable by third parties. These results can be used to make comparison with other schools, both locally and nationally.

**Assessment judgments should be moderated.**

We ensure that assessment judgements are moderated by experienced professionals, both internally and within and beyond cluster school. This ensures that judgements made are accurate and measured against national criteria and expected standards.

**Assessment should be tracked, using effective systems.**

Our systems:

- Give reliable information to parents about how their child, and their child's school, is performing
- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum including regular feedback to parents
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling
- Help drive improvement for pupils and teachers
- Ensure that feedback to pupils contributes to improved learning and is focused on specific and tangible objectives
- Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time
- Allow the active involvement of teaching staff in the tracking of pupil progress and are pro-active in identifying actions which can support pupils' learning
- Make sure that the school is keeping up with external best practice and innovation

## **Assessment - How do we assess at Ludlow?**

At Ludlow Junior School, children are assessed against end of year group expectations. When giving assessments, teachers take into account children's work within class and any test results. Assessments are on-going and updated half termly, which are tracked using Target Tracker.

### **Assessing without levels in year 3,4 and 5:**

Teacher Assessments are judged against new National Curriculum statements.

Summaries of Judgments are recorded as:

- Beginning year group expectations (recorded as b or b+ on Target Tracker)
- Working within year group expectation (recorded as w or w+ on Target Tracker)
- Securely in year group expectations (recorded as s or s+ on Target Tracker)

Some pupils who are not meeting year group expectations are recorded within a year group below expectations where the teacher feels they are currently working.

Assessments are on-going and are updated half termly following moderation. Two LA moderators are part of the staff team. Moderation is conducted both internally and externally with partner schools.

### **Assessing without levels in year 6:**

Teacher assessments are judged against new National Curriculum statements.

For reading, maths and science, teacher assessment judgements are reported to the government as:

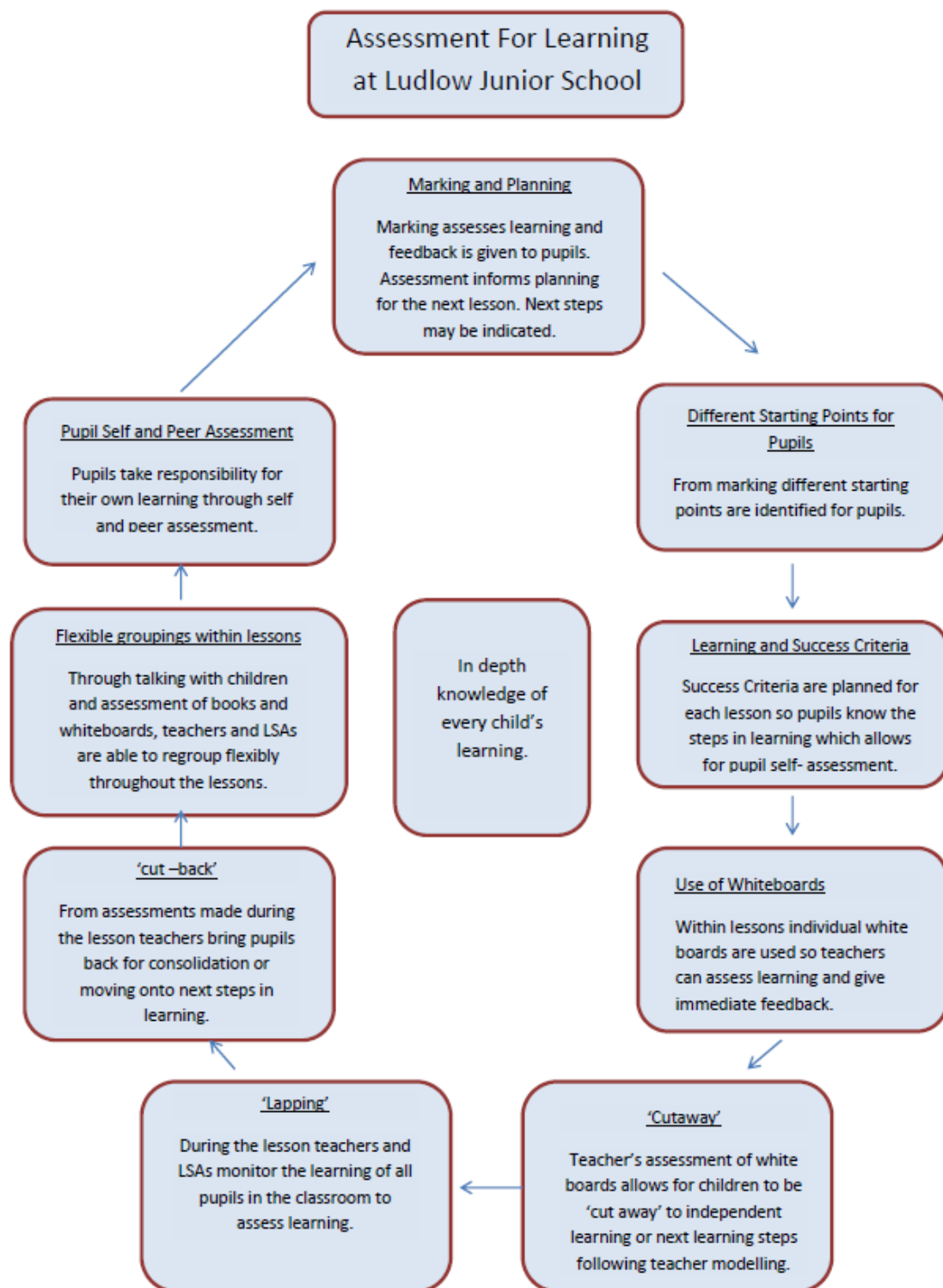
- Has not met year group expectations (HNM)
- At year group expectations (EXS)

For writing, teacher assessment judgements are reported to the government as:

- Pre key stage
- Working towards year group expectations (WTS)

- At year group expectations (EXS)
- Greater depth standard (GDS)

All other subject areas are not reported to the government but assessed by the class teacher on Target Tracker in the same way as year 3,4 and 5 (see above).



### The Assessment Process at Ludlow Junior School

