

SPARKLE MULTI-ACADEMY TRUST



ORCHARDS JUNIOR SCHOOL

POLICY FOR ASSESSMENT

REVIEWED SEPTEMBER 2026



Policy For Assessment- Orchards Junior School

Key Principles and Aims Of Assessment

The prime purpose of assessment is to help future learning. We promote a multi layered approach where a range of assessment types contribute towards a Pupil Profile. This Profile is created with the pupil and shared with parents. See Appendix 1

This Multi layered approach can be broadly classified as

1. Summative-This is Assessment Of Learning.

These assessments take the form of tests and establish the overall attainment of a pupil over time. It can involve the synthesising of a range of on-going assessments. Tests are used to gauge attainment in Maths, Reading, Writing, Grammar, Spelling and Punctuation. The results of these tests enable us to track specific groups, pupil premium and more able pupils and decide on suitable intervention strategies.

2. Formative-This is Assessment For Learning

Those assessments that happen day by day and lesson by lesson that are very much part of good teaching. They concern finding out what the pupil can do so that the next steps can be planned. They take the form of rich classroom questioning and observational assessments. Learning is improved by closing the gap between desired and actual performance through appropriate action, advice or guidance. Teacher Assessment is graded each term and put onto Arbor alongside the Summative Assessment. Performance/Progress and Target Cards are produced which are then shared with parents by e-mail following on from consultation meetings.

Arrangements For The Governance, Management, and Evaluation Of Assessment

The Assessment Co-ordinator is responsible for maintaining the assessment policy and reviewing it/updating it as necessary. They will ensure that the policy is followed and its effectiveness evaluated through Senior Meetings and half termly reviews of classroom practice by The Leadership Team.

The Assessment Co-ordinator will ensure regular moderation will take place to ensure consistency and accuracy of assessment judgements. Records of moderation by Year Groups are recorded and maintained.

Governors will be kept informed regarding School Policy and Practice in meetings by The Assessment Co-ordinator. Governors will be encouraged to observe and evaluate assessment whilst observing classroom practice.

How Assessment Outcomes Will Be Collected And Used

A. Statutory Requirements

The statutory requirements for assessment, recording and reporting are relatively few and relate mainly to summative assessment. The requirements relate to the following:

- The assessment of pupils in National Curriculum subjects at the end of Key Stages.
Teacher assessment in English, Science and Mathematics at the end of Key Stages

- The publication of pupils results for the core subjects in National Curriculum Assessments. This information must be made available to the school governing body and the Secretary of State and must be published in the school prospectus and annual report to Governors.
- The keeping of records on every pupil including material on academic achievements, other skills and abilities and progress in school. Assessment material of this nature must be transferred when a pupil changes school. These records will take various forms and include the use of Arbor and a range of tests from which pupil profiles are created.
- Written reports provided annually to parents of pupils. These must include brief particulars of a pupils progress in all subjects and activities studied in school. Information must also be included about attendance and pupil performance in National Curriculum Subjects.

B. Recording and Reporting

1. Arrangements for summative recording and end of key stage records.
Refer to the Assessment Year Planner (copy in appendix). This details all aspects of summative recording that take place over an academic year.
Year 6 SATs results and Teacher Assessments are published in each pupil's annual report.
Year 4 pupils are to complete a times table test online each Summer.
Non-statutory Test Results in Years 3, 4 and 5 will stored using Arbor so that all teachers can access them. Teacher Assessments are also stored on Arbor.
2. The nature and form of reports to parents and pupils.
Academic reports will be completed at the end of the year. Guidelines for writing reports are supplied to staff annually. CPD is provided in the form of staff meetings, in service days and mentoring sessions as appropriate.
3. Arrangements for consultation days. Days are arranged for this each term.
Autumn term focus: Settling in issues. Targets for the year. Selected work available if appropriate.
Spring term focus: Progress made and review of targets. Work available for parents to see.
Summer term focus: Summary of the year and progress made. Work available for parents to see. Reports shared.
During these meetings pupil profiles (PAT CARDS) are shared with parents
4. Recording SEND/PP/EAL
Year 3 children are assessed on entry which along with KS1 results informs intervention and set allocation. SEND pupils will have a Learning Plan(EHCP) which is co-produced with teachers, parents, carers and pupils. This is developmental in nature and follows the Access Plan and Review Cycle. Further assessments are thus completed as required following the evaluation of progress and any concerns expressed by concerned parties. The progress of all SEND pupils is regularly reviewed through formative assessment. Formal testing to measure improvements occurs several times a year. Long term learning profiles are maintained for all pupils in order to track rates of progress.

C. Aspects of Formative Assessment

The nature of the assessment data gathered would depend on the purpose for which the data is being collected. The focus may be on individual tracking, particular groups of pupils, a subject area, year group or effectiveness of teaching strategies. Once evidence about pupil progress has been gathered the school reflects on this evidence and uses it to feed back into plans to improve the quality of teaching and learning in the classroom.

Good teaching and assessment starts with planning and the curriculum. The more clear we are about what we want the pupils to know, understand and be able to do as a result of the learning experiences tasks and activities we give them, the easier it is to judge whether individual children have achieved the objectives. In each lesson assessment should primarily be focused upon that lessons learning objective. [Attainment Targets and statutory requirements are referred to in each planned lesson for core subjects.](#)

Everyday assessment can be supported by:

- Ensuring there are learning objectives for each lesson
- Developing a culture of making learning objectives explicit
- Establishing the practice of self-assessment
- Helping other adults in the classroom to be clear and confident in their role in assessment.
- Ensuring that Marking and Feedback are both focussed and effective. See Marking and feedback Policy for more information.

Pupil Involvement in Assessment

1. Individual Learning Targets

Each child will have individual targets for Aspects of English, Maths and Approach to School. These are shared with parents at consultation days.

[Targets based on Teacher Assessments are placed in Learning Journals, English and Maths books. These include the targets the children should be focussing on for the current term. It also indicates what the child needs to do in order to reach the next stage in their learning.](#)

2. Setting Targets

These can be defined as the next most achievable target. Targets are set based on formative and summative assessments. Pupils have main targets which are shared with parents in consultation interviews. They also have targets which are part of marked work.

3. Self-Assessment

Children are encouraged to communicate with their class teacher in their books. They will reflect on their learning and share understanding. This may take a variety of forms such as traffic light systems, stickers or simple prose.

Children are encouraged to self-assess and peer assess using green pen.

Developing Consistency

Tracking Pupil Progress

Arrangements for monitoring work and its assessment.

We track and record children's progress against each objective within their year groups National Curriculum. These are recorded in Arbor.

We also track and monitor pupil progress on a daily basis through

- Questioning, observation and dialogue
- Children knowing what they are being asked to learn, and more importantly why.
- Success criteria are discussed and agreed with or formulated by the children during each lesson. Work is then assessed against the success criteria by the child, the teacher or both.
- Feedback. Pupil-peer-teacher. Here next steps are identified. This can be verbal or written feedback
- Regular work scrutiny by the Senior Leadership Team, Subject Co-ordinators or whole staff.
- End of unit and half term tests which help us to assess progress over time. Results are collated onto Arbor. Using this we can identify underachievement and plan intervention strategies to get children back on track.
- Children's work in books demonstrates progress and we frequently monitor books to make sure teachers are providing the best possible learning opportunities for children.
- Astute differentiation ensures that tasks are matched to children's abilities and provides challenges for all.

Moderation will take place approximately once every term. This will be within the year group. Results to be kept in the year group portfolio.

Exemplar work-

Exemplar work for each subject will be kept to provide information on standards within the subject and also provide a stimulus for children to work from. This will be mainly the form of exercise books.

Each Year Group completes a termly analysis of their Year Groups Pupil Progress and this is shared in Leadership Meetings. Arbor can be used to track pupils and identify those that are falling behind as well as those that are Pupil Premium. Each class teacher is made aware of pupil progress for their sets in graph and table form using this feedback and through discussion in Year Group Meetings. Performance Management targets for Pupil Progress are set and reviewed using this analysis of data.

Arrangements For Ensuring Teachers Are Able To Conduct Assessment Competently And Confidently

The school uses its own, local and national performance data to inform its future strategies for bringing about school improvement. Comparisons are made at local and national level with considerations made of trends, changes and comparisons in relation to prior attainment. Pupil progress is also reviewed in relation to those children in receipt of pupil premium. Teachers are aware of which children in their class are receiving this pupil premium.

A wide range of data is used including test results and the information generated from the schools own intensive monitoring and evaluation programme. Data from test results and assessments is stored using Arbor.

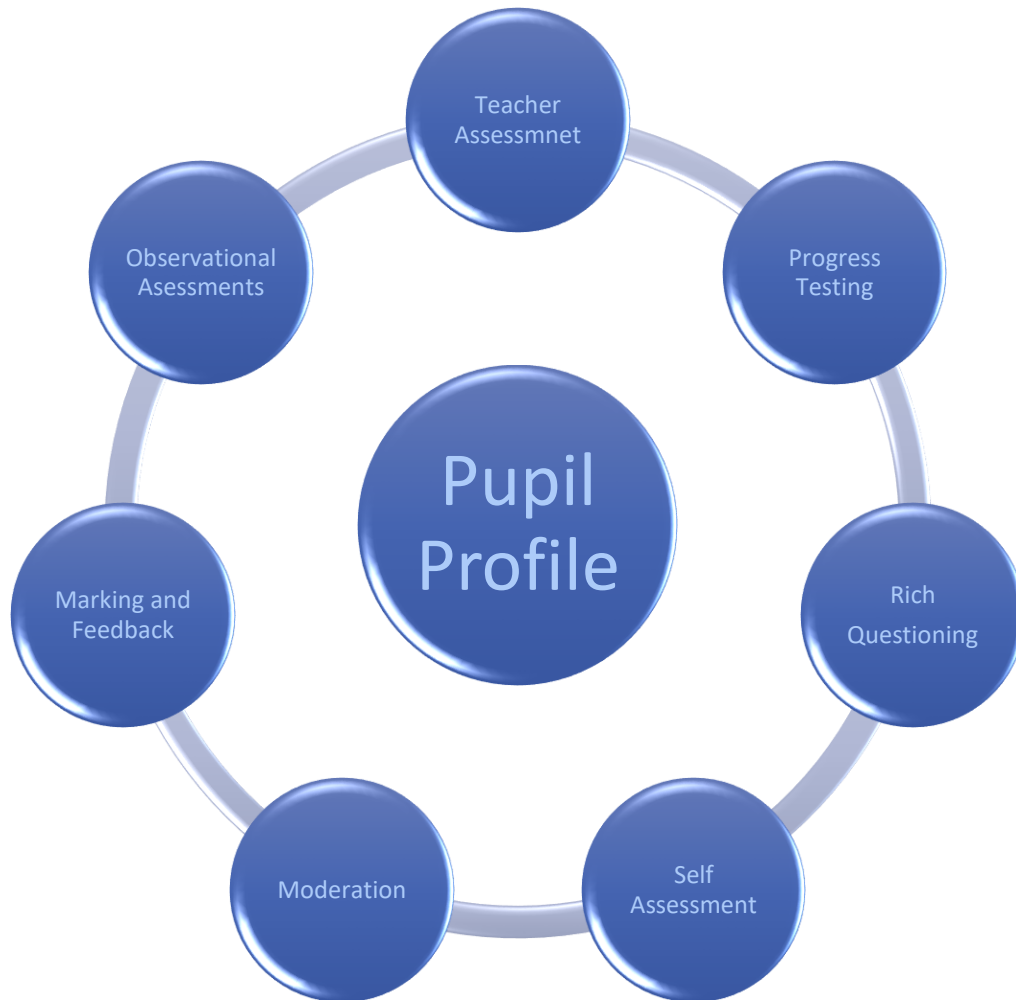
When considering data it is a guiding principle to compare the pupils with their own cohort as it moves through the years and to consider the whole range of underlying factors.

Those children in receipt of Pupil Premium are given particular attention. Teachers are aware of which children are in this group in each class and any intervention that has been allocated. They are aware of their responsibility to ensure these pupils are catered for in lessons.

Targets are set for each individual child and these are combined to inform our statutory and non-statutory Key Stage Two targets internally.

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Appendix 1- Multi Layered Approach



Appendix 2- Assessment Opportunities



Marking/Feedback/Questioning/Observing

Enables pupils to measure their knowledge and understanding against Learning Objectives.

Enables pupils to identify where they need to target their efforts to improve

Enables teachers to identify where pupils are struggling, where they have consolidated their learning and when they are ready to progress.



Teacher Assessment against Curriculum.

Enables teachers to identify key aspects of learning

Enables teachers to plan according to 'Knowledge Gaps'

Enables teachers to identify pupils who require 'Greater Depth' of delivery.



Progress Testing/ T A of Writing/Review of Progression Frameworks/Moderation/Parent Consultations/Reporting to Governors

Enables Pupil Profiles to be shared with pupils and parents-PAT Cards.

Enables Year Groups to identify pupil trends which are then reported to Governors and Senior Management.

Enables Pupil Progress to be reviewed against curriculum.



Reports to Parents/Statutory Testing

Provides pupils and parents with a summary of progress, attainment and further targets in all subjects

Provides pupils, parents and teachers with information to gauge whether they have met the expected standard at KS2 in English and Maths.

Appendix 3- Assessment Timetable- Key Aspects

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September	•Baseline Assessments. Early identification of vulnerable groups/more able. Reading and Spelling ages collated. Fluency tests administered. •Spar Spelling and Reading baselines established using Star Reading
October	•Progress tests in Maths and English. Results fed back to Leadership Team. •Teacher Assessments. •Scrutiny of books with focus on marking. •Parental Consultations- discussion of pupil progress and attainment.
November	•Review of Whole School Performance- Leadership Team- shared with Governors •PAT cards completed and shared with parents.
December	•Teacher Assessments •Moderation of English Writing
January	
February	•Progress tests in Maths and English. Results fed back to Leadership Teams. •Teacher Assessments •Moderation of English Writing
March	•Parental Consultations-sharing of Pupil Progress and Attainment. PAT Cards •Review of Whole School Performance- Leadership Team- Shared with Governors
April	•Progress tests in Maths and English. Results fed back to Leadership Teams. •Teacher Assessments •Moderation of English Writing
May	
June	•Progress tests in Maths and English. Results fed back to Leadership Teams. •Teacher Assessments •Moderation of English Writing
July	•Reports to parents to include review of attainment, progress and targets for next year. •Final Review of Whole School Performance

Appendix 4- Assessment Terminology

Stages of learning in every class 3-6

We use the same terminology in each year group.

The stages of learning are:

Terminology	What does it mean?	When is it expected?	Standard
Lower Working Towards	Yet to be secure in the end of year expectations	As expected by the end of the October Half Term in the child's current year group	Below
Middle Working Towards	Showing security in a small number of end of year expectations.	As expected by the end of the Autumn Term in the child's current year group.	On Track
Upper Working Towards	Secure in about half of the end of year expectations	As expected by the end of the February Half Term in the child's current year group	Almost There
Working At	Secure in the majority of the end of year expectations and is able to apply their knowledge and skills confidently	As expected by the end of the Summer Term in the child's current year group	At
Greater Depth	Secure in the majority of the end of year expectations and has developed a deep understanding of year group objectives	This child has a deep understanding of the programme of study for his /her year group	Mastered

