



THE CARLTON
JUNIOR ACADEMY

REDHILL ACADEMY TRUST
Exsisto Optimus



ASSESSMENT POLICY

September 2024

Review: September 2025

At The Carlton Junior Academy, we believe that assessment is an integral part of effective teaching and learning. Progress is measured against national benchmarks and target setting is used to promote high attainment and good progress for all cohorts and key groups within them so that we can diminish gaps. The assessment and tracking of pupils' progress is used to inform the next steps in pupils' learning and identify key academy improvement priorities so that standards can be raised.

Formative assessment is an integral part of all lessons and is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis in order to tailor teaching accordingly. Summative assessment enables us to map progress over time and is used to evaluate how much a pupil has learned at the end of a teaching period. Nationally standardised summative assessment enables stakeholders to benchmark the academy both locally and nationally.

Assessment (both formative and summative) directly informs and impacts on medium and short term planning which is adapted to respond to pupils' learning. This ensures there is high quality, in-depth teaching where all involved are aware of what the pupils are doing well and what they need to do to improve. We believe in the value of sharing progress and attainment regularly with governors, parents and children as it is this partnership that achieves the best outcomes for our pupils.

HOW DO WE ASSESS PUPILS?

- Formative assessment ranges from: observations in lessons, a scrutiny of work in books, probing questions and informal tests. With the changes in national assessment systems, evidence in books is a key assessment tool. Problems will be identified on an individual level so that the pupil can be supported to make progress and meet expectations.
- Each child is assessed against the National Curriculum and additional academy statements.

- Summative assessment ranges from: the National Curriculum learning objectives covered by children, end of year tests in Year 3, Year 4 and Year 5 and the National Curriculum SATs at the end of Key Stage 2. Non Verbal Reasoning and Reading Age tests are carried out annually. The Multiplication Tables Check is also undertaken with Year 4 in June each year.
- Summative assessment generated from the learning objectives covered is analysed termly by the Assessment Lead, Senior Leaders and class teachers.
- Summative assessment generated from the end of year tests is analysed annually by the Assessment Lead, Senior Leaders and class teachers.
- All summative data is analysed in relation to the national expectations for attainment and progress. The academy adopts an aspirational model, and aims for pupil achievement to exceed national expectation in order to secure good or outstanding attainment and progress across the academy. Any pupils/groups identified as not on track are targeted for support so that there is improvement over time as well as in the short term.
- Pupil progress is measured against the National Curriculum and other statements from the new National Curriculum. Moving from age-related expectations from one term to the next is one step. Our aim is to achieve at least three steps in one academic year.
- Progress and attainment for all pupils is tracked alongside progress and attainment from KS1 scores. Progress towards targets set is also tracked.
- There are termly Pupil Progress Meetings involving class teacher and Assessment Lead. Any pupils/groups identified as not on track are targeted for support.
- Staff delivering targeted interventions work closely with teachers, SENCo and Assessment Lead to feedback the impact of the interventions, share knowledge of the child and identify next steps.
- The impact of actions taken is evaluated regularly and group/class/cohort or whole academy issues identified are fed back to Senior Leaders, Governors and the staff team. This relates directly to the Academy Improvement Plan.
- Foundation subjects are assessed using skills-based progression which reflects the expectations in the National Curriculum. They are tracked using EAZMAG. Each subject leader uses this assessment to inform an action plan identifying any groups of pupils that need to be targeted. Foundation subject assessment is reported to parents through the annual written report in July.
- We have high aspirations for all pupils, regardless of their background or attainment on entry to the academy. We want to ensure that the progress and attainment of all pupils is assessed effectively. For pupils with special educational needs and those working below the national expected levels of attainment they will be assessed using the pre-key stage standards as they map directly onto the teacher assessment frameworks used to assess the National Curriculum. This will create a cohesive journey for pupils to progress from working below the standard of National Curriculum tests, to working at the standard of National Curriculum assessments, creating a more inclusive statutory assessment system. The pre-key stage standards focus on certain key aspects of English Reading, English Writing and Mathematics for the specific

purpose of statutory end-of-key stage assessment. While the standards are designed to capture attainment in these subjects, individual pupils will demonstrate achievement in different aspects of their education and this should also be reported to parents. The pre-key stage standards must also be used to make statutory teacher assessment judgements for pupils who have reached the end of Year 6, when an outcome must be reported for academy accountability purposes, but who have not completed the relevant national curriculum programme of study. If a pupil is working below the standard of these pre-key stage standards, their statutory outcome should be reported using the engagement model. Within the academy, we also use the Routes for Learning materials to support assessment for certain pupils. This focuses on those early communication and cognitive skills that are crucial to all future learning and improved quality of life. The use of these materials is intended not only to support teachers in assessing learners' current performance but also help them to discover what has shaped that performance.

- As our academy has a large proportion of disadvantaged children, their progress is closely monitored so that the attainment gap can be diminished.
- More able pupils are tracked. Opportunities to deepen learning will be identified and put in place to support these children to reach their potential.

MODERATION OF ASSESSMENT JUDGEMENTS

- It is essential that all judgements are accurate and we seek regular moderation opportunities to make sure that our judgements are in line with other academies.
- We hold moderation meetings in the academy to develop staff expertise and build confidence in assessment judgements.
- We moderate with other academies within the Redhill Teaching School Alliance local family of schools and also in the summer term with Year 2 teachers from our feeder infant academy.
- A work scrutiny of pupils' books is undertaken to ensure teacher judgements are accurate.

TARGET SETTING

- On entry to the academy, all pupils are set challenging targets in Reading, Writing, GPS and Maths which are to be achieved at the end of KS2. The targets are based on KS1 assessment and Fischer Family Trust predictions which are then translated to year end targets.

INDIVIDUAL PUPIL NEXT STEP TARGETS

- All children receive regular next step targets in their Maths, Reading and English in line with the new National Curriculum expectations. We ensure pupils are aware of their targets and encourage them to evaluate their progress so that they understand the next steps they need to make and what they need to do to improve.
- Pupils are encouraged, through learning dialogues with their teachers and other staff and through self and peer assessment, to reflect on their own progress - understanding what their strengths are and what they need to do to improve. This allows them to be involved in the target setting process and these are then discussed and reviewed regularly.

- Challenging targets will be set. These will reflect a need for accelerated progress so that during their time in KS2 pupils increasingly achieve at least age-related expectations against the new National Curriculum.
- The targets will reflect deep and secure learning with extension for the more able pupils.

PLANNING

- Planning is adjusted to meet the needs of the pupils. The teacher knows how well a child/group/class has progressed and has a clear picture of what they need to learn next to support learning.
- Both formative and summative assessment are used to inform the medium and short term planning.

FEEDBACK

- Marking in books highlights what a pupil can do well and then informs the children of what they need to do next to improve.
- Pupils are encouraged to respond to marking.
- Verbal feedback is given to enhance learning.

TRANSITION

- We work closely with our main feeder academy, The Carlton Infant Academy and a transition plan is in place to support a seamless learning journey for our children and families. This includes close collaboration between Y2 and Y3 teachers to share assessment levels together and an understanding about the needs of every child.
- We work very closely with our main secondary school, The Carlton Academy, to ensure a seamless journey for children and families. Key information is shared so that the children continue to make the best progress possible.
- Children entering the academy at other points are supported to make good or better progress through thorough information sharing with the previous school. Where children are new to English, or previous assessment data is unavailable for any reason, a baseline assessment will be carried out and challenging targets set.
- At the end of each year, pupil assessment details are passed on to new class teachers and discussed at a transition meeting so that teachers understand how pupils can make further progress in the future.

REPORTING TO PARENTS/CARERS

The following provide parents/carers with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.

- Targets are regularly shared with parents/carers so that they have a clearer sense of how to support their children to build and consolidate learning.
- Parents/Carers are informed of progress via two Parent Consultation Meetings where they are able to discuss how well their child is doing against end of year expectations and progress since KS1. This allows parents/carers to be informed about their child's progress across a given period.

- An annual written report is sent to parents/carers in July which includes results of statutory tests and assessments and gives information relating to progress and achievement.
- Parents/Carers of Achievement for All children are invited to attend termly reviews of progress and attainment.

REPORTING TO GOVERNORS AND LEADERSHIP TEAM

- The Assessment Lead reports to governors/leadership the achievement and progress for all individual, groups and cohorts of children ensuring that they understand who is progressing well and meeting national expectations. They will be aware of which groups need to be targeted and what interventions are in place to allow all to progress and achieve well.
- The Assessment Lead reports to governors/leadership the nationally standardised summative assessment so that they are able to benchmark our academy's performance against other schools locally and nationally so that they can make judgements about the academy's effectiveness.
- Workshops/webinars are held to aid governors' understanding.

ROLES AND RESPONSIBILITIES

Class teachers are responsible for:

- Carrying out informal and formal assessment procedures
- Responding to pupils' work appropriately and as agreed
- Setting and monitoring targets
- Encouraging pupil self-assessment/peer-assessment
- Recording progress on the academy tracking system
- Adapting planning in line with assessments to ensure good progress for all
- Identifying where pupils are struggling and where they are doing well
- Providing appropriate support or extension for pupils where necessary
- Providing assessment information for pupils and parents as well as academy leaders
- Evaluating pupils' learning and the impact of their teaching at the end of a given period
- Accelerating learning for groups of children to diminish differences in attainment

Teaching Assistants are responsible for:

- Providing feedback to the teaching staff on progress and attainment of pupils

Assessment Leader is responsible for:

- Ensuring all staff have a copy and are aware of the Assessment Policy
- Updating the Assessment Policy annually so that it can be adapted and amended according to what works well in the academy
- Keeping all staff and stake holders up-to-date with developments in assessment practices so that all can fulfil their roles well
- Monitoring assessment procedures
- Analysing in-academy and national assessment data, reporting this to academy's leaders and governors
- Holding teaching staff to account for pupil progress using pupil progress meetings
- Ensuring that the tracking enables all pupils to make progress and meet expectations and that in-academy gaps are diminished over time

Senior Leadership team are responsible for:

- Holding teaching staff to account for pupil progress using pupil progress meetings and appraisal to address underperformance and set targets
- Ensuring that the Assessment Lead and assessment practices in the academy are effective
- Moderating assessments and data analysis
- Monitoring the performance of pupil cohorts
- Identifying where interventions are required
- Working with staff to ensure all pupils are supported to achieve sufficient progress and expected attainment
- Using nationally standardised summative assessment so that the academy's performance is benchmarked against other schools locally and nationally
- Ensuring all pupils make good progress and that some are making accelerated progress to diminish differences

Governors are responsible for:

- Monitoring whole academy progress data both in-academy and national so that they judge the academy's effectiveness

Parents and Carers are responsible for:

- Supporting children at home with homework to impact positively on progress
- Understanding their child's targets so that they can support them effectively

Pupils are responsible for:

- Completing all work to the highest standard, appropriate for their abilities, in order to make good progress in the academy
- Understanding their targets so that they can identify what they need to do to continue to improve and take responsibility for their own learning
- Assessing their own work and that of their peers so that they have a clear understanding of how to improve their work.

ASSESSMENT TIMELINE

Autumn Term

Work will be collected as a baseline in Reading, Writing and Maths for Year 3 children who are felt do not match their KS1 outcomes. Children will be continually assessed against the National Curriculum and new targets set. A N.V.R. test will be undertaken. A Reading test will be given to establish the child's reading age. Times table test each half term. Phonics attainment is monitored for children not meeting the threshold in the Phonics Screening Check.

Spelling test each half term. Data will be entered into tracking system. Parents' Meeting are undertaken to share the children's targets so that parents are involved in the target setting process. End of year targets are set for attainment and progress. Analysis of Autumn Data and report to SLT, Governors and teachers. Gaps are monitored and interventions are planned accordingly.

Spring Term

Pupil Progress Meetings. Data will be entered into the tracking system. Times table test each half term. Spelling test each half term. Phonics attainment is monitored for children not meeting the threshold in the Phonics Screening Check. Children will be continually assessed against the National Curriculum and new targets set. Parents' Meetings are undertaken to discuss pupil progress and to involve parents in the target setting process. Analysis of Data and report to SLT, Governors and teachers. Moderation in the academy will be undertaken. Gaps are monitored and interventions are planned accordingly. Work scrutiny of pupils' books to check teacher assessment is accurate.

Summer Term

Pupil Progress Meetings. Data will be entered into the tracking system. Times table test each half term. Spelling test each half term. Phonics attainment is monitored for children not meeting the threshold in the Phonics Screening Check. Children will be continually assessed against the National Curriculum and new targets set. Year 3, 4 & 5 will take end of year tests. Year 6 will undertake SATs. Year 4 will undertake the Multiplication Table Check. A written report will be given to parents. Moderation in the academy and with other academies in the MAT. End of year targets are reviewed for attainment and progress. Analysis of Data and report to SLT, Governors and teachers. Gaps are monitored and interventions are planned accordingly. Foundation Subjects are assessed and reports written.