

# Springfield Junior School

## Assessment Policy

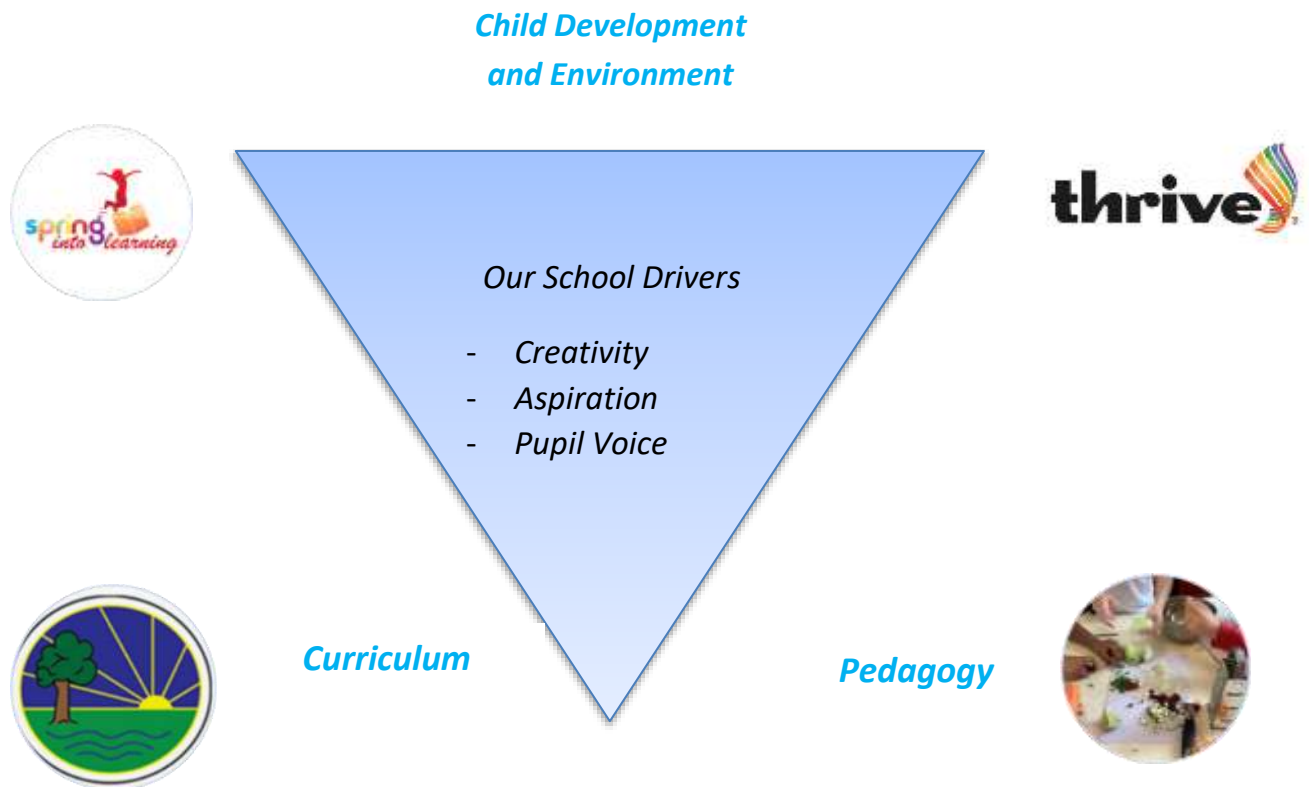


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Approved by the Committee/Governing body	
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# School context

## Springfield Learning Model

Our learning model at Springfield Junior School is based on the three stands of curriculum, pedagogy and child development and it is supported by our school drivers of creativity, aspiration and pupil voice. This learning model is evidence based and pulls together educational research from a number of different strands, and the voice of our pupils, to ensure a bespoke learning offer which enables our children to flourish and thrive.



## The Springfield Junior School Model of Learning

# Assessment Policy

Linked Policies: Feedback Policy, Curriculum Policy, Teaching and Learning Policy



**SPRINGFIELD**  
JUNIOR SCHOOL

## Key Principles

At Springfield Junior School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

We aim to use all forms of assessment to build a detailed and accurate picture of the attainment and progress of each child which can be shared with a range of stakeholders – pupils, families, governors and school staff – and used carefully to inform actions undertaken to move pupils forward with their learning.

We have selected assessment activities and processes with teacher workload in mind, and regular consult with staff to ensure these remain manageable.

## **In-school formative assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they can do to support their child

## **Formative Assessment includes:**

Careful use of feedback to assess pupils' knowledge and understanding and identify next steps (see Feedback Policy)

Use of clear objectives and success criteria to support self and peer assessment – the development of self-evaluation as part of the assessment process where appropriate.

Targeted questioning/observations of pupils/live marking to support the identification of the next steps required in a lesson and adapt teaching as required.

## **In-school summative assessment**

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

**At Springfield Junior School, we have selected a range of ways to assess the different areas of the Curriculum:**

<b>Subject</b>	<b>Assessment Undertaken:</b>	<b>When</b>	<b>Data Collection</b>	<b>Data Use</b>
English	Star Reader – Accelerated Reader Pupils undertake a multiple choice test on the IPAD/Laptop which gets progressively more difficult. It should take 20 minutes.	4 times per year –	AR system Score converted to Scaled Score on Arbor	Support pupils to select appropriate reading books through the use of a ZPD. (AR only) Identify pupils needing additional support in reading or those may not be progressing as expected. Inform groupings and activities in class Identify pupils requiring interventions or additional support. QLAs used to review teaching sequences
	NFER Reading Paper (Years 3 – 5)	3 times per year	Raw score converted to scaled score on Arbor. Data added to NFER QLA tool	
	Practice SATs Tests (Year 6)	3 or 4 times per year	Raw score converted to scaled score on Arbor  Individual question level analysis is also completed.	
	Writing	3 times per year	Assessments against ingredients for success recorded for each child These will be entered on insight.	Identify pupils needing additional support in writing or those may not be progressing as expected. Inform groupings and activities in class Identify pupils requiring interventions or additional support.
	Hodder Education Parallel Spelling Test.	3 times per year	Raw score converted to an age standardised score. Spreadsheet shared with English Lead	Identify pupils requiring interventions or additional support

Maths	NER Maths Papers (Years 3 – 5)	3 times per year	Raw score converted to scaled score on Arbor Maths Question Level Analysis is given to the Maths Lead	Identify pupils needing additional support in maths or those may not be progressing as expected. Inform groupings and activities in class
	Practice SATs Tests (Year 6)	3 times per year	Raw score converted to scaled score on Arbor Maths Question Level Analysis is given to the Maths Lead	Identify pupils requiring interventions or additional support.
Foundation Subjects	Assessment is a combination of class observation/questioning/ work produced or set assessment activity	Half-termly in alignment with subject curriculum sequencing	Assessments against objectives recorded on Insight Pre-key stage, Working towards, expected and Greater Depth	To inform future planning for current and next class teacher – identifies prior skills and knowledge. Identify pupils for pre/post teaching to support. Enables leaders to measure the success of the foundation curriculum

Using the Arbor and Insight systems, assessments can be compared to those of a previous term or year to clearly show progress and identify pupils that have made progress above or below what is expected. It also allows for the identification of specific groups of pupils to target support.

Data for pupils in Reading, Writing and Maths (working below, working towards, at expected, above) will also be collected on Arbor for Trust wide use. This is an administrative task and where possible, will not be completed by teachers.

### Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

### **Nationally standardised summative assessments include:**

- Times tables check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

### **Reporting to parents**

Parents will be offered meetings with the teacher in the Autumn and Spring terms and their attendance and academic information shared.

The end of year report will include:

- Brief details of the subjects studied as part of the year's curriculum
- Comments on general progress
- The pupil's attendance record including the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and scaled score (Year 6)

Once completed, Reports should be saved on the Assessment drive of the server so that they are accessible for the next class teacher.

### **Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

If appropriate, SEND children may take NFER assessments with appropriate adjustments in line with statutory accessibility guidance, such as using a scribe, readers or extended time.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Clear tracking of additional support programmes is collated to ensure impact is evidenced for all children, using Provision Map for SEND children. This information is monitored by the senior leadership team to ensure additional funding is spent effectively.

### **Training**

At Springfield Junior School, we aim to remind all staff about Assessment processes on a yearly basis before the first Autumn Assessment window.

In addition, we will provide staff training and time for familiarization for any new processes or for new members of staff.

We will also ensure we keep up to date with national and local changes to assessment processes and examples of good practice through links with other schools, and information from the LA, Research School and Teaching School Hub.

## **Roles and responsibilities**

### **Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

### **Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **Teachers**

Teachers are responsible for following the assessment procedures outlined in this policy

### **Monitoring**

This policy will be reviewed annually by J Viner, Headteacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. All Year Group Leaders are responsible for ensuring that the policy is followed by each year team.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through regular moderation activities, lesson observations, book looks and pupil progress meetings.