

# My Online Schooling Junior School Assessment & Reporting Policy

## Rationale

The process of assessment is central to helping pupils to progress and fulfil their full potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning and support. Schemes of assessment also inform whole-school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Analysis of the progress of different sets and cohorts of pupils should also take place to ensure the needs of individuals and specific groups are being met.

My Online Schooling Junior School has recently developed and implemented a new whole school curriculum to ensure high standards of teaching and learning across Key Stage 2. Our comprehensive assessment strategy underpins our newly implemented curriculum to facilitate quality first wave teaching and learning, ensure consistency of progression of skills and knowledge in all subjects across Key Stage and raise standards.

## Aims

My Online Schooling Junior School is committed to:

- Using assessment effectively to allow all pupil groups to progress and fulfil their full potential.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring assessment informs next step planning and support to meet the needs of all pupil groups – resulting in early and accurate identification of individual needs.
- Providing regular opportunities for pupils to assess their own work and the learning of their peers – allowing for pupils to be actively involved in their learning and to be able to identify their own targets for improvement.
- Acknowledging achievement.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART.
- Working with wider stakeholders where necessary.

## Principles

Using the principles and processes of assessment, My Online Junior School's aims to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, quality first wave teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.

## Roles & Responsibilities

- The Principal of My Online Schooling has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability, or sexual orientation.
- The Headteacher of My Online Schooling Junior School is responsible for overall implementation and management of the Assessment Policy and procedures.
- The Deputy Head Teacher & Leader of Teaching & Learning of the Junior School are responsible for reviewing and interpreting assessment data to identify next steps, as well as updating the wider senior leadership team on the effectiveness of the provision. They are also responsible for liaising and coordinating with the ASN Coordinator to enable coordination of pupil support and support plans.
- Class teachers are responsible for collecting class assessment data, setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to support plans where necessary.
- All staff are responsible for ensuring this policy is implemented fairly and consistently, and for sharing relevant information with the Headteacher.
- Pupils at My Online Junior School are expected to engage fully in the assessment process by always trying their hardest in lessons and in their independent learning assignments.
- Parents/carers are expected to engage with the school in the assessment process by attending consultation meetings, and by encouraging pupils to do their best in their day-to-day schooling and independent learning assignments.

## Staff Development & Training

- We recognize that early intervention can improve both achievement and self-worth. As such, teachers will receive training on the Assessment Policy as part of their new starter induction.
- Teachers will receive regular training as part of their development, including identifying pupils potentially at risk of not making progress or meeting targets.

## Types of Assessment

There are different types of assessment information at My Online Schooling Junior School that have different purposes:

- Formative (operational assessment):
  - Activities which assess progress throughout the school term / year and guides teachers in how to modify their teaching to help their pupils achieve.
  - Identifies progression of and gaps in knowledge, skills and understanding.
  - Informs planning for learning.
  - Tracks smaller steps in pupil progress and identifies any early intervention necessary.
  - Enables subject leaders to analyse curriculum strengths and weaknesses.
- Summative (strategic assessment):
  - Assessment of final achievement at the end of the year.
  - Enables analysis of trends for groups of learners.
  - Holds colleagues to account.
  - Informs strategic decisions and development areas.
  - Assists in school self-evaluation.
- Pupil (self-assessment):
  - Provides regular opportunities for pupils to self- reflect and self- assess their own work and the learning of their peers.
  - Supports pupils to be actively involved in their learning.
  - Identify when they have been successful and their own targets for improvement.
- At My Online Junior School our formative assessment data informs summative judgements and are used to assess what a pupil can do at a particular point in the learning journey. Teachers' professional judgements are at the heart of our summative judgements.
- We acknowledge that assessment will take place in a range of different ways for different subjects; however, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

## **Formative Assessment**

- Formative assessments are carried out both during lessons and whilst reviewing independent learning assignments in a range of ways, including pupil voice.
- Our assessments are based on 'I Can' statements using the objectives from the English National Curriculum for each subject and track small steps in progress over time, demonstrating pupil progression of skills and knowledge throughout each subject unit.
- Teachers complete the "I Can" assessment grids on a weekly basis in year group planning review meetings to highlight whether a pupil is able to independently evidence certain objectives.
- The assessment data and professional discussions also guide teachers in how to modify their teaching to help their pupils achieve; identify progression of and gaps in knowledge, skills and understanding; inform planning for learning; track smaller steps in pupil progress and identify any early intervention necessary.

## **Summative Assessments**

- At My Online Schooling Junior School, teacher's formative assessments inform summative judgements. Teachers' professional judgements are at the heart of our summative judgements.
- Some short summative assessments are used occasionally throughout the academic year for end of unit / topic assessment: for example, in Maths by adapting the standardized short unit tests from White Rose Maths or in Science and Spelling through summative "quizzes"
- NGRT Reading standardized, scaled tests are used twice yearly (and at mid academic year entry points for new pupils), to inform baseline assessment, give next steps for improvement and validate and quality assure careful teacher judgements.
- Summative assessments are reviewed three times throughout the year during Term 1.2, Term 2.2, and Term 3.2.

## **Self-Assessment**

- Pupils are provided self-reflection time in every lesson when they reflect and assess against the lesson success criteria, shared at the start of each lesson.
- Reflection time is built in through mini-plenaries throughout the lessons and at the end of the lesson - pupils can review their progress and outcomes against the success criteria, celebrate achievements and identify their next steps for improvement.
- This is key to both developing confident, independent learners at My Online Schooling and encouraging pupils to be actively involved and take ownership of their own learning.
- Pupil voice is also collated twice per year in the core subjects English, Maths and Science which contributes to assessment and reporting to parent /carer consultations and next step targets set.

## Assessment Language

- The assessment language used to track and analyze both progress and attainment at My Online Schooling Junior School is consistent across KS2 for all subjects and is as follows:

PKS	WTS	EXS	GDS
<b>Pre – Key Stage Standard</b>	<b>Working Towards the Standard</b>	<b>Expected Standard</b>	<b>Greater Depth Standard</b>
Working at a level significantly below the national expectations for their age. SEND	Working below the national expectations for their ages (between one and two years) Interventions	Working within the national expectations for their age. Challenge for GDS	Working significantly higher than national expectations. More Able

- National curriculum objectives are only recorded as ‘expected’ when a child has mastered them.
- To master an objective, pupils must be able to demonstrate that they have:
  - learned the skill/concept
  - practiced the skill
  - applied the skill
  - applied the skill/knowledge in a different context

## Moderation

- The process of moderation is an essential part of the assessment system and time is dedicated throughout various points during the year at weekly planning meetings and staff meetings for teachers to collaborate and moderate pupil work.
- This process allows for professional discussions, consistency in judgements and a robust assessment system across My Online Junior School.

## Tracking Progress & Intervention Support – Half-Termly

- Formative assessments are carried out both during lessons and whilst reviewing independent learning assignments in a range of ways, including pupil voice. Teachers complete the “I Can” assessment grids on a weekly basis in year group planning review meetings to highlight whether a pupil can independently evidence certain objectives.
- These formative assessments highlight, identify and monitor individual pupils that are underperforming, and teachers can refer these pupils to our “Thrive” intervention group which is offered weekly to gap fill knowledge and skills in Maths and English.
- In addition, My Online Schooling offers a range of half-termly intervention support groups through our Well-Being Support Hub for pupils with additional and SEMH/ASN needs

including additional Reading and Writing support for pupils with processing needs; Social Skills; Anxiety Management; Laughtercise and Role Models.

- Regular communication between class teachers, the Junior Leadership Team and the ASN Coordinator ensures that our pupils receive the correct and timely interventions to ensure they can achieve necessary progress and success in both their wellbeing and education.
- Stepped, short-term and medium-term targets that lead to the long-term learning goals are agreed with pupils and are clearly shared with parents/carers.

## **Tracking & Review of Progress - Termly**

- Formative and summative assessment milestones are recorded using the 'I Can' assessment grids both weekly and whilst reviewing outcomes at the end of units/topics – these assessments then inform our teacher's professional summative termly judgements.
- Summative assessments are reviewed three times throughout the year during Term 1.2, Term 2.2, and Term 3.2.
- The termly pupil progress review meetings include the Junior School Leadership Team, class teachers and the ASN Coordinator for monitoring, evaluation and next step support.
- The aims of these meetings are:
  - To review the progress of all pupils at given points of the learning journey throughout the academic year
  - Identify and monitor individual, groups or cohorts of pupils that are underperforming
  - Pinpoint barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL, SEMH and ASN factors
  - Select intervention strategies to implement to tackle barriers to learning and support pupil progress
  - Enable subject leaders to analyze curriculum strengths and weaknesses
  - Enable analysis of trends for groups of learners
  - Hold colleagues to account
  - Inform strategic decisions and development areas
  - Assist in school self-evaluation

## **Marking & Feedback - Independent Learning Assignments**

- Independent Learning Assignments are issued to our Junior School pupils on our learning platform Canvas. Effective marking of pupils' work is fundamental to ensuring that a personalized learning journey for all pupils is achieved.
- Weekly assignments are submitted in Reading, Maths and English Writing and Spelling. In addition, a half-termly cross-curricular subject independent learning assignment grid is made available to pupils to allow them to take ownership of their learning and choose a range of assignments to complete over the course of the half-term which encourage self-expression and creativity.
- An effort grade is awarded to each piece of work submitted to support and motivate behaviours for learning. Written feedback for each piece of work submitted is also given to pupils and praises achievements and offers next steps advice for improvement.
- Marking and feedback directly relates to subject specific assessment criteria and individual learning targets.
- The primary aims of marking are to ensure that each pupil can make progress and teachers are aware of both knowledge gaps and the need for extension and challenge where necessary.
- Our learning platform allows pupils to review and respond to feedback and make improvements or corrections to work where relevant. Our aim is for pupils to have full ownership of their work and to be able to review their progress and act upon feedback.

## **Celebrating Achievement & Progress**

- Progress and achievement is celebrated in a number of ways at My Online Schooling Junior School, for example through:
  - Weekly assemblies
  - Dedicated year group assemblies
  - End of half-term class celebration of learning
  - Cross-curricular focused events
  - Rewarding house points
- Parents/carers are regularly invited to a number of the above events to ensure they are involved in celebrating their child's learning and well being achievements.

## Reporting

- At My Online Schooling Junior School we recognize that our parents/carers are heavily invested and involved in their child's education and welcome as much direct feedback and communication as possible. We aim to communicate as effectively and regularly as possible with our families through our Success Coordinator Team; our class teachers and our Junior Leadership Team.
- Our communication and reporting system at My Online Schooling Junior School is key to promoting and ensuring the following:
  - Positive home/school relationships
  - Information for parents/carers
  - Opportunities for discussion with parents/carers
  - Support and targets for pupils, to maximize both pupil wellbeing and academic success
  - In some cases, information for partnership agencies
- A Meet the Teacher session is set up prior to the start of the academic year to allow pupils and families to meet and get to know their new teacher and ask any questions they have.
- As well as parents/carers being welcomed to discuss the progress of their child with class teachers at any time, parents are invited to attend formal on-line consultations (parent/carer evenings) with the teacher during both Term 1 and Term 2.
- A written report for each pupil is sent to parents/carers at the end of the academic year. Reports outline pupils' progress in the Junior School subject curriculum package of the national curriculum; next step targets for improvements and personal development goals.

## Policy Review

- This policy is reviewed annually by the Junior Leadership Team in partnership with The Principal of My Online Schooling and subject curriculum leaders. Any necessary changes are made and communicated to all members of staff.
- The scheduled review date for this policy is July 2022.

August 2021