

ASSESSMENT STATEMENT

Intent

At Ashfield Junior School, we aim to accurately assess the abilities of our pupils in the core areas of reading, writing and maths. We use a range of evidence bases to ensure our judgements are a true reflection of each pupil.

Implementation

Formative assessment evidence is gathered daily and is supported by three summative assessment checkpoints throughout the academic year. The attainment of each pupil in reading, writing and maths is determined during pupil progress meetings and data is logged onto our online assessment tool. Pupils are identified as either working at greater depth, expected standard, working towards, below or well below. This enables data analysis to take place. This in turn allows us to identify pupils and groups of pupils who require further support. Question level analysis is carried out following maths assessments which allow specific needs to be identified for those pupils or groups.

For reading, we use the York assessment of reading for comprehension tool at the beginning of the academic year and again during the spring term. This provides information about each pupils' reading accuracy, reading rate and comprehension. In years 5 and 6, previous SATs materials are also used to support teacher assessment.

For mathematics, we use the White Rose termly assessments to provide summative data. This information is used alongside teacher assessment to determine the attainment for each pupil.

For writing, we use the EEF model of planning, drafting, sharing, evaluating, revising, editing and publishing. These pieces of writing are judged against the national curriculum statements for each year group to determine the attainment of each pupil during the three checkpoints.

The assessment of foundations subjects is in line with the relevant schemes being followed as directed by subject leaders.

Impact

We use evidence gathered during our assessment processes to target the needs of our children and determine next steps for teaching. This is to ensure more pupils achieve expected standard or above by the end of key stage 2 for all subjects.