

## Assessment Policy

### 1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

***(Article 29: All children have the right to an education that develops their personality, talents and abilities to the full. UNCRC).***

### 2 Aims and objectives

- 2.1 The aims and objectives of assessment in our school are:
- to allow each child to have the best opportunity to demonstrate what he/she know, understand and can do in their work;
  - to help each child understand what they need to do next to improve his/her work, to help them to eventually become independent learners;
  - to provide information which teachers can use in deciding how each child's learning should be taken forward and to give the child clear and understandable targets and feedback about their achievements;
  - to tackle inequalities, discrimination and ensure equality of opportunity through provision mapping, interventions and support targeted so that all pupils make expected progress and are in line with, or exceeding national expectations.
  - to provide regular information for parents that enables them to support their child's learning;
  - to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school;
  - teachers to be aware of, and guard against preconceived and stereotyped ideas about performance based on gender, culture, ethnic, linguistic and social backgrounds;
  - systematic assessments help teachers to evaluate their own work and be aware of Professional Development needs.

### 3 Planning for assessment

- 3.1 We use the National Curriculum to guide our teaching. In our curriculum map we set out and provide details of what is to be taught to each year group. Key objectives have been identified for each subject (linked to age related expectations (ARE)) and in each year group so there is continuity in planning and assessment. The learning objectives in Reception are in line with the Foundation Stage Learning Goals. Both Foundation 1 and Foundation 2 classes plan and assess based on these Learning Goals and the progress and development statements.
- 3.2 We use the National curriculum to support planning for English and maths, and assess application of key objectives across other areas of the curriculum. We use ARE (Age Related Expectations ) to identify each child's level of attainment in the basic skills and set targets.
- 3.3 We plan our lessons with clear learning objectives (WALT – We Are Learning To). We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. We are clear about the expected outcomes (success criteria- WILF What I am Looking For) for each lesson, which is shared with the learners so that they can self-assess whether they have met the success criteria. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information to inform planning for the next lesson.

## **4 Target setting**

- 4.1** We set targets in Mathematics and English for all our children at the beginning of each academic year. We review the progress of each child at regular intervals throughout the academic year and if targets have been achieved new targets are set. During the spring term one to one parent teacher consultation meetings are scheduled. Target sheets for literacy and numeracy are given out to parents at the parents' meetings throughout the academic year.
- 4.2** We also set target for SEN pupils that may be curriculum, social, communication or behaviour related. These are reviewed and shared with parents termly by the class teacher or where applicable the Inclusion manager.

## **5 Recording**

- 5.1** We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. In English reading and writing and maths are assessed against ARE grids linked to evidence in the pupils books.
- 5.2** For assessment that feeds directly into planning we record only evidence that tells us something we did not expect to see or do not know already about a child's achievement. We do not record everything that is assessed. We only record when there is a clear purpose for doing so.
- 5.3** Our lessons are planned with clear learning objectives and we record the names of those pupils who fail to meet the learning objectives or who achieve more than was planned, exceeding the learning intention/ARE. We take the needs of these pupils into account when planning for the next lesson ensuring appropriate support and challenge were applicable.
- 5.4** There is an emphasis on monitoring progress in the basic skills English & Maths using ARE, so assessment data are continually updated throughout the year, the Science and Foundation subjects are completed throughout the year once the appropriate units of work has been completed. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum age related expectations. This allows us to monitor the progress of each child. Each teacher passes these records along with any additional information on to the next teacher at the end of each academic year.

## **6 Reporting to parents**

- 6.1** We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2** Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold mid year during the spring term) we evaluate their child's progress and provide parent with a summary report which informs parents as to whether their child is working at ARE /below or exceeding. Targets are identified and discussed with the pupil and parent. At the third meeting of the year parents are given the opportunity to review their child's written report and the targets identified in it for the next school year.
- 6.3** During the summer term we give all parents a written report which clearly shows the Key Learning Objectives their child has or has not achieved during the year in relation to age related expectations. We write individual comments on all subjects of the National Curriculum and on religious education as appropriate. We also include a space for parental feedback.

- 6.4 In reports for pupils in Year 2 we also provide details of whether they have met age related expectations at the end of KS 1 statutory assessments.
- 6.5 We offer parents of pupils in Foundation 2 the opportunity to discuss how their children have settled in during the autumn term and focus more on progress made from their baseline during the spring term meeting. In the summer term the results of the Foundation Stage profile are available for teacher's to refer to and share with parents.
- 6.6 Each of our teachers gives parents a termly update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

## 7 Feedback to pupils

- 7.1 We believe that feedback to pupils is very important, as it tells them know how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way and consistency.
- 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, at other times teachers give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. Teachers will comment on what the child has done well in line with the learning intention and success criteria and also provide feedback on what the child need to do to move their learning on. Opportunities are also provided for the learners to respond to the feedback given.
- 7.3 When we give written feedback to a child, we relate this to the learning objective and success criteria for the lesson and by doing so we make clear whether the success criteria have been achieved.
- 7.4 We encourage the children in Key Stage 1 to make comments about their own work and the work of fellow pupils (Learning logs, self-assessment, Mr Marker and smiley faces). We encourage older pupils to be the first markers of some pieces of work, reviewing their work against the success criteria.
- 7.5 When appropriate we allow time at the beginning of each lesson for the children to absorb any comments written on their work and respond to the marking where applicable. We do this to ensure that the time that our teachers spend marking really has an impact on the moving a child's learning on.

## 8 Consistency

- 8.1 All subject leaders have direct input into the required Learning Objectives for each year group to ensure continuity and consistency of teacher expectations and assessments. These judgements are made in consultation with national Curriculum age related expectations for pupils in each year group.

## 9 Monitoring and review

Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.



The assessment co-ordinator ensures that all assessment data is imported into SIMS Assessment Manager 7 and the data is rigorously analysed and shared with staff to identify underachieving groups, any trends and future action/school development priorities.

**Person responsible for this policy:** R. K. Mahil-Pooni

**Approved by the Governing Body:** 12<sup>th</sup> October 2016

**Date of next review:** Summer 2019