



## Policy on Assessment

(see also Marking and Feedback; Target-Setting)

### 1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.
- 1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

### 2 Objectives

- 2.1 The objectives of assessment in our school are:
  - to enable our children to demonstrate what they know, understand and can do in their work;
  - to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
  - to allow teachers to plan work that accurately reflects the needs of each child;
  - to provide regular information for parents and carers 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.

### **3 Planning for assessment**

- 3.1 We use children's ideas as a starting point to guide our teaching. The teachers and children then discuss their ideas about a topic and create a mind map. The teacher then complete medium term plans based on the areas of interest together with the 2014 National Curriculum PoS. In Medium term plans, we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group. In our school we identify opportunities for assessment within each theme.
- 3.2 To support our teaching, we use the Rainbow literacy and mathematics planning, assessment and tracking tool.
- 3.3 We plan our lessons with clear learning objectives. 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 ability.
- 3.4 Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- 3.5 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

### **4 Target-setting**

See Target Setting Policy

### **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.
- 5.2 We take the objectives for individual lessons from the broad learning objectives in the 2014 National Curriculum. Our teachers record the progress of each child against these objectives. This enables them to make a judgement about the work of each child in relation to age related expectation (ARE). This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.
- 5.3 The recording of Reading, Writing and Mathematics targets and termly assessments are recorded on our whole school pupil tracking system. Foundation subjects are recorded in our foundation subject tracking system. Reading ages and spelling ages are recorded for each year group at the beginning and the end of each year.

### **6 Reporting to parents and carers**

- 6.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

- 6.2 Each term, we report to parents and carers. The first two meetings give 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 at the end of the spring term), we evaluate their child's progress as measured against the targets. A third meeting of the year is offered if the parents or carers wish to review their child's written report and the targets identified in it for the next school year (see next paragraph).
- 6.3 During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We make judgement regarding ARE and progress in all subjects of the National Curriculum, and on religious education. In this written report, we reserve a space for children to give their own evaluation of their performance during the year.
- 6.4 In reports for pupils in Year 2 and Year 6, we also provide details of Statutory Test and Teacher Assessments.
- 6.5 We offer parents and carers of pupils in the Foundation Stage the opportunity to discuss their child's Learning Profile with the teacher.
- 6.6 At the start of a term, each of our teachers gives parents and carers an update that identifies the main areas of study for that particular class. In the initial Parental consultation, the teacher identifies how parents and carers can support any elements of the

## **7 Feedback to pupils**

See Marking and Feedback Policy

## **8 Inclusion and assessment for learning**

- 8.1 Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

## **9 Moderation of standards**

- 9.1 All subject leaders study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject. Writing samples are moderated and levels at staff meetings once a term.

9.3 Our subject leaders also obtain examples of work from our local secondary schools, as we believe there should be a common understanding of standards right through the education process.

## **10 Monitoring and review**

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

10.2 Senior staff monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

10.3 This policy will be reviewed every two years, or earlier if necessary.

**Signed:**

**Date:**