



Assessment Policy

Introduction

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.

Aims and objectives

The aims and 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 understand what they need to do next to improve their work;
- to ensure our children have the skills to engage with assessment, promoting independent learning.
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their children's learning;
- to provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

Planning for assessment

We use our school's curriculum plan to guide our teaching and to give details of what is to be taught to each year group. In our curriculum medium term plans we also identify opportunities for assessment within each broad unit of work.

We use relevant National Curriculum documents, related strategies and schemes of work to guide and support our teaching.

We use the assessment guidance in these strategies to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. Success Criteria are also used in the Core subjects to provide the children with guidance on how to complete a piece of work successfully and to be help them with self and peer assessment,

We strive to ensure that all tasks set are appropriate to challenge each child's level of ability.

We make a note of those individual children who achieve above or below the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a

record of the attainment and progress made by the class and all data for reading, writing and maths is entered into the school's tracking system at least once per term.

Target setting: We set targets in Mathematics and English for all our children during each academic year. We also set targets for other areas of work in school, for example, Science. We encourage the children to set targets that are linked to their individual working habits. The teacher or pupil records these targets, usually in their workbooks, and they review these on a regular basis. In some cases and at certain times, we ask our children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. Parents/carers are informed of their child's targets in Mathematics and English during the year as part of Parent Consultation Evenings and in the child's end of year report.

Pupils on the SEND register may have a SEND Support Plan . These are written and reviewed termly. Parents/carers are invited to discuss and plan the specific targets for their child.

Reporting to Parents/Guardians

We have a range of strategies that keep parents/guardians fully informed of their child's progress in school (SEND Support Plan meetings, parent consultation meetings and the annual report). We encourage all parents/guardians to contact the school if they have concerns about any aspect of their child's work. Each term we offer parents/guardians of children with a SEND Support Plan the opportunity to meet their child's teacher.

At the first parent consultation meeting of the school year (in the autumn term) we review the targets that we have identified for all children. At the second meeting of the year (in the spring term - March) we give all parents and carers a written report of their child's progress and achievements in the core subjects. At the end of the summer term there is an informal meeting with all parents to discuss progress that their children have made.

Each of our teachers sends parents a half termly topic outline that identifies the main areas of study for that particular class.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them 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 (see Marking and Feedback Policy) as this ensures that we all mark in the same way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes 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. When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make constructive comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work and respond to these comments. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Summative Tests – Throughout the year we use a range of assessments/tests as a baseline from which to measure pupil progress. These include PUMA (Maths) and Collins Big Cat (Reading) which are carried out each term, which give an age standardised score. We also use the Read Write Inc Sound and Word Recognition assessment, The Early Years Baseline, Year 1 Phonics check, Key Stage 1 Teacher Assessments, Key Stage 2 Statutory Tests in Year 6.

Consistency

Teachers and Subject Leaders within school make judgements about the standards of the children's work.

Teachers moderate these standards with groups of other teachers across the Partnership, 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.

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.

Monitoring and review

Each Subject Leader is responsible for monitoring the implementation of this policy and the work that is completed in their own subject area.

We aim to allocate special time for this vital task, either during staff meetings or during the monitoring cycle for that particular subject. The Subject Leader uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

Policy approved: June 2020

Policy to be reviewed: June 2022