



## Assessment Policy 2018

The Policy is to be reviewed annually and the next review is due: **September 2019**

### 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 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 child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### PLANNING FOR ASSESSMENT

We use our school's curriculum plan to guide our teaching. In this plan 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 curriculum plan we also identify opportunities for assessment within each broad unit of work.

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 level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at 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 progress made by the class.

### TARGET SETTING

Every school is required by law to set targets in mathematics and English each year for those pupils who are in Year 6. We set targets in mathematics and English for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at the end of the academic year and set revised targets.

We set individual targets for children using the following guidelines:

#### Targets at Key Stage 2

From October 2012, our policy is that individual targets for children in Writing are presented to the child in their written feedback. Therefore, the target is specific to the

child and is related to their precision teaching requirements. These are linked to the APP for the child and will reflect the next stage the child needs to master before moving on. In mathematics the children are required to have a number based target. This is due to the intrinsic nature of number throughout the curriculum. The child will have a group target, which will be changed once achieved. In key stage 2 this will often be a tables based target.

### **Targets at Key Stage 1**

From October 2012, our policy is that children will have group targets in writing which are displayed on their tables. These are linked to the APP for the specific groups and will reflect the next stage they need to achieve before moving on.

In mathematics, the children are required to have a number based target. This is due to the intrinsic nature of number throughout the curriculum. There will be a class based target which all the children will be working, and is related to counting on and back in different steps. For the most able there will be an additional target which will be related to the APP. These will be displayed within the classroom.

### **Targets at Foundation Stage**

From October 2012 our policy is that we will adopt a whole class target related to either a specific area of the curriculum or personal development which has been identified as a whole class need. These will be displayed in the classroom on the wall as well as in the outside area for parents to see.

From term, 5 and 6 children will have personalised group targets linked to one of the 7 areas of learning. These will be displayed on the wall next to their group lists.

We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

### **RECORDING**

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. 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 level of attainment. 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.

### **REPORTING TO PARENTS**

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.

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 at the end of the spring term) we evaluate their child's progress as measured against the targets. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year (see next paragraph).

We track children's progress three times per year. This data is used to make alterations in provision for identified groups.

During the summer term we give all parents 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 write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests. In Y1 we inform parents if their child has passed/failed the Y1 phonics test (and again in Y2)

We offer parents of pupils in Year R the opportunity to discuss the results of the Baseline Assessment with their child's teacher.

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.

### **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, 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. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

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 and we produce evidence to support the judgement. 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 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. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

**CONSISTENCY**

All subject leaders 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.

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.

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.

**MONITORING AND REVIEW**

The Senior Leadership Team 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.

**Signed:**

**Head Teacher**

**Date:**

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**Chair of Governors**

**Date:**

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