



Assessment Policy

1 Introduction

- 1.1 We believe that effective assessment provides information to improve learning and teaching. 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 feedback on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.
- 1.2 Assessment *for* Learning (formative assessment) involves the use of assessment and feedback in the classroom to raise pupil achievement, accelerate progress and improve self-esteem. It is based on the idea that pupils 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.
- 1.3 Assessment *of* Learning (summative assessment) involves judging pupils' performance against national standards. Teachers usually make these judgements at the end of a unit of work, of a term, a year or a Key Stage.

2 Aims and Objectives

- 2.1 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.

3 Planning for assessment

- 3.1 We use our school's long term planning grid to guide our teaching. In this plan we set out the details of what is to be taught to each year group.
- 3.2 We use the National Curriculum along with the current national assessment frameworks to support our teaching. We also use the Early Years Foundation Stage Curriculum Guidance.
- 3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. "WALTs" (We are learning to....) are introduced and referred to during the lesson. We strive to ensure that all children are given appropriate levels of support and challenge. Our lesson

plans make clear the expected outcomes for each lesson. “WILFs” (What I’m looking for...) are re-enforced throughout the learning, so that children are aware of the success criteria for each piece of learning. 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.

- 3.4 Provision Maps are used to ensure that individual needs are met. These are evaluated and updated at Pupil Progress Review meetings, held three times per year.

4 Target Setting

- 4.1 We set cohort targets in Mathematics, Science and English each year for those pupils who are in Year 2 and Year 6.

- 4.2 Driven by the priorities identified in the School Improvement Action Plan, progress and attainment targets are set for all classes. These form the basis for Performance Management targets to ensure accountability.

- 4.3 We frequently involve the children in assessing their own learning against end of year objectives and expectations.

- 4.4 Individual targets are set for all SEN pupils and those eligible for pupil premium funding. Targets are recorded on a Personalised Learning Plan. These are regularly reviewed by teachers, parents and pupils and are monitored rigorously by the SENCo and Pupil Premium Lead.

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 plan our lessons with clear learning objectives, taken from the National Curriculum or Early Years Curriculum. 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.

- 5.2 Three times per year, an assessment is made of every child’s reading age (Holborn / Salford), spelling age (Young’s Parallel) and mental arithmetic (TOBANS).

- 5.3 In order to track the attainment and progress of every child, summative assessment data is recorded on the Wiltshire Tracker. In years 1 to 6, in Reading, Writing, Maths and Science, teachers make judgements against curriculum objectives that have been agreed as our priorities for assessment. These judgements then culminate in an overall ‘banding’ relative to the end of year expectation in each subject. Pupils are deemed to be ‘emerging, developing, expected, exceeding or excelling’. This provides progress and

attainment data at a cohort, class, group (including pupil premium and SEN) and individual level. In the Foundation Stage, the Early Years Tracker is used. Foundation stage Profile judgements are made using the nationally agreed development bands. These are combined to award an overall assessment of 'emerging, expected or exceeding'.

- 5.4 In order to track attainment and progress in the Foundation Subjects, teachers keep year group records, detailing those pupils who are above or below the expected standard.

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 learning.

- 6.2 Each term we offer parents the opportunity to meet their child's teacher. At the first two meetings we review, where appropriate, Personalised Learning Plan targets that we have identified for their child. A general review their attainment and progress also takes place. We then offer a third meeting to review their child's written report (see next paragraph).

- 6.3 At the end of the summer term, we provide all parents with 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 for English, Mathematics and Science. For Foundation Subjects, effort grades are awarded, along with a written summary of achievements and concerns. In the Foundation Stage, comments are provided on the characteristics of effective learning, along with a profile score for all 7 areas of learning. 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. Parents are invited to meet with the teacher if they feel it is necessary.

- 6.4 In the summer term, we provide details of standards achieved in the national tests for pupils in Year 2 and Year 6. We also inform parents of the outcomes of the Year 1 phonics screening.

- 6.5 We offer parents of pupils in Year R the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher.

- 6.6 Information about current topics and areas of study is available via the school website. Class pages are regularly updated and include ideas and resources for supporting children at home.

7 Feedback to pupils

- 7.1 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 feedback policy, which includes the use of 'next steps' as this ensures that all teachers mark in the same way.

- 7.2 We give children verbal feedback on their work wherever 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.
- 7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson i.e. WALTs and WILFs. 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. In extended pieces of learning, we aim to identify three successes and make one improvement prompt.
- 7.4 We encourage the children to make comments about their own work and the work of fellow pupils. All children are encouraged to review and edit their own written work.
- 7.5 We allow time for the children to absorb any comments written on their work and to implement the suggested improvements. We do this to ensure that the time that our teachers spend marking really has an impact on the children's learning.

8 Consistency

- 8.1 In writing, we have developed a portfolio of writing to facilitate internal moderation throughout the school. We also take every opportunity to engage in moderation sessions with other schools, so that all teachers have a common understanding of the expectations in each subject. By doing these things, we ensure that we make consistent judgements about standards throughout the school.
- 8.2 All subject leaders monitor a range of children's work within their subject area. Subject leaders use the Wiltshire Tracker to moderate assessment judgements between classes / cohorts.

9 Monitoring and Review

- 9.1 Regular meetings are held, involving SLT members and our governor responsible for school performance data.
- 9.2 Our Senior Leadership Team is responsible for monitoring the implementation of this policy.

<u>Does any aspect of this policy impact adversely on any pupil or adult with a disability?</u>	
<u>No</u>	No further action required
Yes	What issues may arise?
	How will these be resolved?
<u>Does any aspect of this policy give rise to gender issues?</u>	
<u>No</u>	No further action required
<u>Yes</u>	What issues may arise?
	How will these be resolved?

Signed:

Date: September 2017

Next Review: September 2019