

Policy on Assessment

(see also Marking and Feedback; Target-Setting)

Mission Statement

At St Mark's Elm Tree CE VA Primary we will:

- Welcome everyone
- Build Christian values and worship into our teaching
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our World

Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. We do not tolerate bullying.

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 term, 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, governors and other interested parties, 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 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.
- 3.2 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. Our lesson plans make clear the expected outcomes for each lesson.
- 3.3 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.
- 3.4 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- 3.5 We use the children's outcomes from the lesson, as an aid for planning the next lesson or series of lessons. We also use a range of summative assessment materials periodically to gain a picture of the progress made by the class and individuals.

4 Target-setting

- 4.1 Every school is required by law to set targets in mathematics and English each year for those pupils who are in Year 6. We in fact 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 and carers. We review the progress of each child termly putting in place appropriate interventions if a child is not in line to meet their end of year targets and discuss this with each child during their termly assertive mentoring pupil meetings. Progress is summarised at the end of the academic year, and new revised targets are set.
- 4.2 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 and carers in this process.

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. We keep records of all these assessments in a variety of formats in order to plan appropriate next steps.
- 5.2 On our planning sheets or in teacher notes, we record those pupils who fail to meet the planned 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, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.
- 5.3 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 allows 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.

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 We offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share the targets that we have identified for their child, in the following term individual parent meetings are held to review progress to date and in the final term parents and carers are encouraged to come into school to share their child's work throughout the year.
- 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 write individual comments on 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. We also include a space for parental feedback.
- 6.4 In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved in the National Curriculum tests.
- 6.5 We offer parents and carers of pupils in Foundation Stage the opportunity to discuss their child's Learning Profile with the teacher.
- 6.6 At the start of a term/half term, each of our teachers gives parents and carers an update that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents and carers can support any elements of the work during the rest of the term.

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 code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.
- 7.2 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 or carers and teachers.
- 7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.
- 7.4 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.
- 7.5 Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

- 7.6 Whenever possible we allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion and assessment for learning

- 8.1 Our school aims to be 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, including pupils with disabilities or special educational needs, those of differing abilities and ensuring those whose personal circumstances may increase the likelihood of falling behind do not do so.

9 Moderation of standards

- 9.1 National exemplification materials are used to make judgements about the levels of the children's work. All our teachers regularly meet, within and across teams, to moderate judgements for the core subjects. By doing this, we ensure that we make consistent judgements about standards in the school. Judgements are further endorsed by moderation with other schools, and the L.A.

10 Monitoring and review

- 10.1 Our assessment coordinator is responsible for monitoring the implementation of this policy. We allocate special time for this task. The coordinator 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: