

Rothersthorpe CE Primary School



Policy on Assessment

(see also Marking and Feedback Policy)

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, each term, end of a year, or of a key stage. Test results, too, describe pupil performance, in terms of a set criteria such as 'expected standard for their age'.
- 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.

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 The National Curriculum, Focus Education and Symphony alongside our school two year curriculum plan to guide our teaching.
- 3.2 To support our teaching, we use schemes of work. We use the assessment guidance in these schemes to help us identify each child's level of attainment.
- 3.3 We plan our lessons with clear learning objectives/success criteria. 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.
- 3.4 Teachers always share the lesson's learning objective/success criteria with the children. 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.
- 3.6 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.

4 Target-setting

- 4.1 We set termly targets in Mathematics and English for all our children using Focus Education. We discuss individual targets where necessary, and communicate these to parents and carers. We review the progress of each child at the end of each term, academic year and set revised targets.
- 4.2 We also encourage the children to set targets themselves, linked to their individual working habits and life skills.
- 4.3 We ask our children to review their learning or targets with fellow pupils, as a peer mentor/critical friend, 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 find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
- 5.2 On our planning sheets, we record only 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 produce objectives for individual lessons from the broad learning objectives within the National Curriculum. We also use Focus Education objectives and targets to inform our planning and target setting. 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 the National Curriculum attainment criteria. 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 Each term, we offer parents and carers 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.
- 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 the Year 1 Phonics test, Year 2 and Year 6, Sats we also provide details of the criteria achieved in the National Curriculum tests.

- 6.5 We offer parents and carers of pupils in Year R the opportunity to discuss their child's Learning Journey 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 their 'class newsletter'. In this update, the teacher identifies how parents and carers can support any elements of the work during the rest of the term.
- 6.7 Each year, every child completes various samples of work for his or her Golden Book. This book contains examples of their work from R-Y6 and each child will be able to take their Golden Book home with them once they leave our school at the end of Year 6. Children refer to their Golden Book work regularly as a way of reflecting and celebrating good progress.

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.
- 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; developmental marking. We give written comments to children of all ages. We do not always aim these comments at the children; sometimes 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 We allow time 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 believe that learning is maximised when children enter into a dialogue about their work.

8 Equal Opportunities, 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, pupil eligible for pupil premium, and including pupils with disabilities or special educational needs.

Moderation of Standards

- 9.1 All subject leaders study examples of children's work within their subject area. Subject leaders use exemplification materials to make judgements about the attainment of the children's work. All our teachers 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.
- 9.3 Our subject leaders also obtain examples of work from our local cluster primary schools, as we believe there should be a common understanding of standards.

10 Monitoring and review

- 10.1 The Leadership team is responsible for monitoring the implementation of this policy. They inspect samples of the children's work; observe the policy being implemented in the classroom; 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 as appropriate.

Agreed by Nicola Fountain – Headteacher, Governors and School Staff

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