



St. Michael's CEP School

Assessment Policy

[Approved: October 2016]

[To be reviewed: October 2018]

Assessment Policy

[See also Marking and Feedback; Target Setting, Gifted & Talented, SEN Policies]

1 Introduction

At St Michael's Bodenham we use both informal and formal methods of assessment. As a small school we have the opportunity to know our pupils and their families. Weekly staff meetings often begin with informal discussions of the children who have come to the attention of staff, for various reasons, throughout the previous week. This enables staff to exchange relevant information about home, school or family, which may put the child's behaviour/learning into context.

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, at the end of a half term, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of non-levels and are based on age related expectations.

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 that enable them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

3.1 To support our teaching we use the National Curriculum 2014.

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.

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 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 targets in writing, reading and mathematics, reading and writing 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.

4.2 We also set oral targets for other areas of work in school. We encourage the children to set oral targets themselves, linked to their individual working habits.

5 Recording

5.1 Each class teacher has a Class Assessment folder. The following information is contained in the folder and updated at least termly by the class teacher:

- **HLL tracking review sheet:** This provides a record of the child's attainment at the end of the previous year in reading, writing and maths, their attainment at the end of each key stage (i.e. Early years attainment and Key stage one where applicable) and the child's target for the end of that coming year (based on age related statements). This marksheet is then updated at the end of each term so that the teacher can monitor progress.
- **In –Year Progress Tracking:**
- Using the tracking review sheet, teachers calculate the percentage of children making expected progress in reading, writing and maths. This is updated every term.
- **Termly Tracking Grid:** Updated every term, this grid shows which children are at which level in table format. Teachers then annotate on the grid, any children who are cause for concern or are in danger of not making their end of year target.
- **Termly Monitoring:** Teachers use all the above information to make a list of any children who they are monitoring in reading, writing and maths.

- **Group Analysis:** Progress by groups (boys, girls, PP, Non PP, SEN and non-SEN) in writing, reading and maths. Updated termly. Data given in terms of points progress (PP) that year, and age related expectations.
- Teachers also keep any other assessment information e.g. spelling results, referral forms etc., in the back of this file.

NB: for further information, see Class Assessment File.

5.2 At the end of each half term we conduct “assessment week” in which the children record their work in their Blue Assessment book. Each child will complete a maths assessment written by their teacher based on the learning objectives taught that half term. Children complete a written task set by the teacher which reflects the teaching from that half term. AT2, 3 or 4 in science is assessed by means of a written test (At1 is assessed throughout the topic). In KS1 high frequency word & RWI assessment termly.

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 work.

6.2 The school holds 3 parent’s evenings per year (1 per term) in which parents are encouraged to look at the children’s work and speak to the relevant teachers regarding their child’s progress. We also operate a sensible ‘open-door’ policy.

6.3 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. We include a space for parental feedback. A parents’ evening is also held as a follow-up to discuss the Annual report.

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 of pupils in Year R the opportunity to discuss their child’s Learning Profile with the teacher.

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 and teachers.

7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. 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 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, and including pupils with disabilities or special educational needs.

9 Consistency

9.1 All core co-ordinators study 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.

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 Core co-ordinators also conduct learning walks once per term to assess their curriculum area across the school. The focus varies from term to term.

10 Monitoring and review

10.1 Our assessment coordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital 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 This policy will be reviewed in two years, or earlier if necessary

Signed:

Date: