

Assessment Policy

Introduction

We believe that effective assessment provides information to improve teaching and learning. This is accomplished through highly skilled and motivated staff encouraging pupils to take responsibility for their own learning, and fostering a close partnership with parents/carers.

The purpose of this policy is to ensure that there is a consistent approach within school towards identifying pupil attainment, what individuals are doing well and how they can make further progress.

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 judgments about the effectiveness of the school
- to encourage pupils to take responsibility for their own progress

Planning for Assessment

We use our school's long term 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.

In KS1 & 2 we use the National Curriculum as a basis for long and medium term planning.

In weekly plans, class teachers identify questions based on learning objectives, with these being used to assess the children's learning.

In Foundation Stage opportunities for assessing children against Early Learning Goals are identified in weekly plans.

Types of Assessment

Formative:

At Rosley School teachers assess learning on a regular basis in order to plan the next steps in each child's learning. Assessments are made through observations, discussion or the marking work. Scholarpack is used to record teacher assessments against objectives in reading, writing, maths and science. Early Years' Objectives are assessed using the *Tapestry* scheme.

Summative:

At the end of specific blocks of work teachers assess children's understanding in order to judge the National Curriculum level they are working at. This may be half-termly, termly or yearly. Teachers use standardised tests including SATs, Rising Stars, General Reading Tests (GRT), Phonic Phase Assessments, Yr 1 Phonics Screening. Early Years baseline testing is undertaken during the first half term in the autumn. Teachers also make summative assessments termly, using Scholarpack, in reading, writing, maths and science.

Peer & Self-Assessment:

Children are involved in assessing their own and others' progress and attainment. Children in KS2 are encouraged to use success criteria and targets in maths and English to identify achievement and areas for development. The questions on which lesson objectives are based, are used by children at the end of lessons, to evaluate their learning.

In KS1 and Foundation Stage (FS), this involves the children reviewing work with the teacher and discussing what they have done well and how they could make improvements.

Reflection:

Children are asked to reflect upon their learning in areas such as RE, PSHE and areas including Collective Worship. They consider issues they have learnt about and the impact these have upon them. In KS1 and FS this is undertaken as a whole class. In KS2 children complete individual pieces of work on this.

Methods of Assessment

Marking of work –	ongoing (see attached Marking Policy)
Spellings/Phonics -	group appropriate from National Curriculum, Support for Spelling, Letters and Sounds – tested weekly
Tables -	tested weekly
APP maths & reading -	weekly teacher notes & ongoing records
Writing -	one piece of writing completed each half term, levelled using Ros Wilson's criteria
Maths -	Rising Stars tests at the end of a topic block
Science -	topic assessment sheets
Assessment on Entry -	Children entering FS are assessed within their first half term using Early Excellence Baseline test
FSP -	At the end of FS children have a completed Foundation Stage Profile showing achievements of ELGs
SATs -	At the end of Year 6 children sit tests in maths, reading and Spelling, Punctuation & Grammar. Teacher assessments are also be made in these subjects and in Writing and Science. At the end of KS1 teachers assess children's levels by using past papers and own professional judgments.
Yr1 Phonics Screening	all children in Yr1 take this test in the summer term, along with any children from Yr2 who did not pass in the previous year The writing tasks are marked according to Ros Wilson criteria.
Peer assessment -	During class work, children will read a partner's work and give a positive comment and a suggestion for improvement, often by using a set of given criteria.
Guided reading	Guided reading sheets are used to record evidence of reading, against which judgements are made to assist teacher assessment. Children's reading records are also used for this purpose.
Rising Stars	Teachers use these tests in maths, reading and SPaG on a half-termly basis.

Evidence and Record-Keeping

A wide range of evidence is used in order to secure a judgment of a child's attainment. This may include notes on teachers' plans, photographs, transcripts/recordings of discussions, videos, class grids, notes on specific proformas, relating to formative assessments

In maths, reading, writing and science termly levels are recorded on Scholarpack.

In RE teachers highlight 'I can' statements relevant to National Curriculum levels on assessment sheets that accompany topic plans in their planning folders.

Target Setting

Targets are set relating to children's attainment at the end of KS1 & 2 in maths, reading, writing and science. In KS2 these are based upon the children making at least *Good* progress from their attainment at the end of KS1. For children at the end of KS1, targets are based upon their achievements at the end of FS. Children have targets based upon National Curriculum expected levels for their year group in reading, writing and maths.

Feedback and Reporting

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. During the year we offer parents the opportunity to meet their child's teacher during the Autumn and Spring term to discuss work and progress. Targets are discussed as are ways in which parents can help their child achieve their targets.

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 and offer a meeting to discuss the report if required.

In the reports for Year 6 pupils, we provide details of the levels achieved in the national tests for maths, reading and SPaG as well as teacher assessment of writing and science. In reports for Year 2 pupils, we give details of teacher assessments in maths, reading, writing, SPaG and science. At the end of FS, we provide parents with a breakdown of children's achievement on the Foundation Stage Profile.

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 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. These comments may be directed at the child or another adult who may have reason to read the child's work.

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 judgment. If we consider that the objective has not been met we identify what the child needs to do next in order to improve future 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.

Monitoring

Core subject leaders undertake monitoring visits to each class and moderate children's work during each school year. They analyse performance of children against their targets and identify areas in which development and improvements are required. There is moderation of work undertaken in each subject and examples of levelled work are kept in subject portfolios

Responsibilities

Headteacher:

The Headteacher will ensure that:

- national tests are applied in accordance to the statutory framework
- all teachers receive training on how to use formative assessment to inform planning – this includes setting learning objectives, observing pupils learning, discussion and questioning and giving feedback
- marking of pupils' learning complies with the marking policy and is used to motivate pupils and provide them with guidance on what further learning is required
- a database of pupil attainment will be used to track individual progress but information about individual pupils will only be made to them or their parents/carers
- all pupils will receive a report for each subject once per year written in accordance with agreed procedures
- targets are set in line with appropriate expectations
- parents will be informed regularly about their child's progress and annually about results obtained in national tests
- any changes required to this policy are reported to the governing body
- she reports to the governing body outcomes of monitoring; overall standards achieved at the end of each Key Stage compared with national and local benchmarks; standards achieved by various groups according to SEN, gender, ethnicity, FSM (free school meals); the impact of any external support.

All staff:

Staff are expected to ensure that:

- pupils are actively involved in learning and self-assessment of progress
- care is taken to ensure that assessment builds pupil's motivation, confidence and self-esteem
- lessons begin with clear expectations and lesson objectives are shared with pupils; these are reviewed at the end of the lesson or series of lessons
- each pupil receives feedback about the standard of their work, although this may not be in writing
- all pupils agree personal attainment targets
- results of assessments are used to inform further planning and differentiation
- end of term attainments are recorded according to the policy

Pupils:

Pupils are encouraged to take responsibility for their own learning through:

- assessing their own work and where appropriate, the work of others
- setting targets for their own learning
- asking for help and advice in improving their work

Governing body:

The governing body is responsible for ensuring that the school prospectus includes information about the school's National Curriculum results, and that comparative data is provided for similar schools and national averages. They carry out monitoring visits during the year in each class.