

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.

Methods of Assessment

Marking of work	- ongoing
Phonics	- phonics phase assessments in Reception/KS1 - termly
Spellings	- spellings are taken from the National Curriculum and tested weekly - KS2 – NfER spelling tests termly
Reading	- Teachers, children and parents provide evidence of reading in children's reading journal, against which judgements are made to assist teacher assessment. Accelerated Reader is used for testing children's understanding of the books they have read - Star Reading Tests are taken termly, usually in the 2 nd week back after the half term holiday - NfER termly tests in Years 3-5 towards the end of term
Writing	- pieces of writing are assessed using Teacher Assessment Frameworks and Twinkl criteria
Grammar & Punctuation	- NfER termly tests in Years 3-5 towards the end of term

Tables	- tested formally, usually on a weekly basis
Maths	- White Rose Maths termly tests Years 1-6
Science -	- Science Assessment Record sheets completed termly in Years 1-6
Computing, Art, DT, RE,	- Teachers highlight 'I can statements' on year group assessment sheets
Music, History, Geography	relevant to National Curriculum levels
PE	- half termly assessments entered on ACPAT tool
French	- termly assessments made on French assessment grid for each year group

Statutory Assessment

Reception Class	- baseline assessments during the 1 st 4 weeks of Autumn term - Foundation Stage Profile (FSP) during the Summer term
Year 1	- Phonics Screening week beginning 8th June 2020
Year 2	- children who did not pass the Phonics Screening in Year 1 will re-take the test - KS1 SATs during the 2 nd half of the Spring term
Year 4	- Multiplication Tables Check between 8 th June and 26 th June 2020
Year 6	- KS2 SATs week beginning 8 th May 2020

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.

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 GPS 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, GPS and science. At the end of FS, we provide parents with a breakdown of children's achievement on the Foundation Stage Profile.

Methods of feedback on work given to children include:

- ✓ verbal feedback
- ✓ written comments
- ✓ marks/results of tests & quizzes
- ✓ next steps to progress
- ✓ extension challenges

Monitoring

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

Responsibilities

Headteacher:

The Headteacher ensures 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
- 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
- reports to the governing body relate to 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
- each pupil receives feedback about the standard of their work
- 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
- asking for help and advice in improving their work
- responding to feedback

Governing body:

The governing body is responsible for ensuring that the school website 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.

Marking Policy

This policy gives guidance to staff on the purpose, types and frequency of marking.

Aims

All marking should have a clear purpose for either the child or the teacher depending on the learning objective.

Purpose of marking

- To inform the teacher of a child's progress and needs for future planning
- To provide feedback about current work
- To demonstrate the value of a child's work
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others
- To provide further challenge where appropriate

Types of marking

- Ticks where work is correct and a dot where mistakes are made
- All marking is carried out using a green pen as a contrast to the written work. This must be a fountain pen or handwriting pen – biros will not be used
- Teachers' comments will reflect on the learning objective, celebrate children's successes and, where appropriate, inform them of the next steps for improvement. In KS2, where appropriate, children are given time in lessons to respond to feedback, and initial comments to show that they have read and answered them
- In KS2, up to three words that the child is expected to know that have been spelt incorrectly will be underlined and marked 's'. Children are expected to write these correctly above their work
- Up to three incorrect spellings of more unfamiliar words will be underlined, by the teachers writing the correct spelling in the margin. Children in KS2 are expected to practise these at the back of their book
- In the spelling of phonemes within a word, the incorrect grapheme may be underlined and the correct grapheme written above it. This will not be done on all mistakes
- Focus punctuation mistakes will be marked as 'p' and grammar mistakes will be marked as 'g'
- CLEP (capital letters and end punctuation) will be written if capital letters and end punctuation is missing throughout a piece of work
- ^ will indicate omissions (letters or words)
- Oral feedback will be given to children throughout lessons especially in FS/KS1 and be indicated by writing VF
- Where appropriate, children will self-mark work, or mark another child's work
- Teachers may write I or G on a piece of work to stand for Independent or guided/group work respectively, to indicate the level of independence at which they worked

Frequency of marking

- Marking may take place during the lesson which allows for immediate feedback.
- Most work will be marked before the next session of that subject. However, in the case of a long-term project it may not be marked until the completion of the project. Children will be informed in advance if this is the case.