



Yohden Primary School Policy on Assessment

(see also Marking and Feedback; Target-Setting)

Introduction

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.

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 ie to improve their knowledge, skills and or understanding. They need to understand what their strengths are, the next steps in learning and how they can improve their learning.

Assessment of learning (summative assessment) involves judging pupils' performance against age related expectations. Teachers make these judgements at the end of a unit of work, half termly, at the end of an academic year and end of EYFS, Key Stage One and Key Stage Two. We also use tests to support teacher assessment at the end of each year in Year 3, Year 4 and Year 5. At the end of Key Stage One and Key Stage Two children are also tested using National tests in Reading, Writing, Spelling Punctuation and Grammar [Spag] and Mathematics.

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

The objectives of assessment in our school are:

- To enable our children to demonstrate what they know, their skills and understanding.
- To help our children recognise the standards to aim for, and to understand what they need to do next to improve their learning.
- To allow teachers to plan learning 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.

Planning for assessment

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.

To support our teaching, we use the National Curriculum for English, Mathematics, Science and PE. Other Foundation Subjects follow the International Primary Curriculum (IPC) which is compliant with the National Curriculum. In Religious Education we use the Durham Agreed Syllabus and for Personal Cultural and Social Education we work within the Jigsaw scheme of work alongside our personal goals. **We use the assessment guidance from our curriculum and to help us identify each child's attainment.**

We plan our lessons with clear learning objectives. We base these upon the curriculum goals given in the IPC framework or on age related expectations. 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.

Teachers share the lesson's learning objective with the children at some point in the lesson. 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.

Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

We make a note of those individual children who do not achieve at the expected standard for the lesson, and we use this information when planning intervention and or the next lesson. We also keep this information as a record of the progress made by the class on our short term planning.

Target-setting

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 at the end each half term, and set revised targets if applicable.

We encourage the children to involve their parents and carers in this process.

Recording

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.

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.

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 enables them to make a judgement about the work of each child in relation to the National Curriculum Age Related Expectations. 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, through moderation and transition meetings.

Each subject area is assessed across school. Mathematics, English (Reading and Writing) and Science are assessed against age related expectations for each year group. These statements can be found in children's books and are kept up to date by the teacher. Knowledge, skills and understanding is assessed for each of the foundation subjects, which are taught as part of the IPC. Skills are assessed using the assessment rubrics of the IPC curriculum. Knowledge and understanding is assessed and recorded in IPC books, on front cover sheets for each unit. This information is then passed to subject co-ordinators to analyse across school. Assessment of RE, PE and computing is carried out using our school assessment procedures.

All assessment data is inputted into our bespoke SIMs assessment package, to help with whole school analyse of attainment and progress.

Reporting to parents and carers

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.

Throughout the year, 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 end of the summer term parents receive child's written reports, in which the targets for the next school year are identified.

In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved in the National Curriculum tests. In reports for Year 1 and Year 2 we provide information as to how their child performed in the Phonics Test.

We offer parents and carers of pupils in EYFS the opportunity to discuss their child's Learning Profile with the teacher.

At the start of each topic, 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 unit.

Feedback to pupils [See Marking Policy]

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.

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 at an appropriate level, indicating what the child has achieved and asking the child to improve their work when appropriate; quite often we write something that is useful to both parents or carers and teachers.

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.

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.

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.

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.

Inclusion and assessment for learning

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.

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.

Moderation of standards

All subject leaders 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.

Subject leaders are also responsible for analysing any assessment data connected to their subject to help inform whole school planning. This will then link to further school improvement.

Our subject leaders also attend professional development training meetings, as we believe there should be a common understanding of standards right through the education process.

Monitoring and review

Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this task. The co-ordinator uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

Senior staff monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

This policy will be reviewed every two years, or earlier if necessary.

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