

Weeth Community Primary School

Policy on Assessment

(see also Marking and Feedback)

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, known as AfL) 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 each half term, of a year, or of a key stage. Test results also describe pupil performance, in terms of age related expectations.
- 1.4 We give our pupils regular feedback on their learning so that they understand what it is that they need to do better, this may be given as 'a wish' in English and 'Next step – Now' in maths. 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 pupils to demonstrate what they know, understand and can do in their work;
 - to help our pupils 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 pupil;
 - 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 our school's curriculum plan to guide our teaching. In this plan, we set out the objectives, and give details of what is to be taught to each year group. In our school plans we also identify opportunities for assessment within each broad unit of work.
- 3.2 To support our teaching, we use National Curriculum 2014 to plan and deliver English and mathematics and the foundation subjects (Topic). We use the assessment guidance in these schemes to help us identify each pupil's attainment.
- 3.3 We plan our lessons with clear learning intentions. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each pupil's ability whilst allowing for sufficient challenge. Our lesson plans make clear the expected outcomes for each lesson.
- 3.4 Teachers always share the lesson's learning intention with the pupil. This may be at different stages of the lesson. They also indicate the way in which the activity is linked to the learning intention, and in English and maths lessons the criteria against which the work will be judged which is referred to as 'Steps to Success'.

- 3.5 Teachers ask well phrased questions and analyse pupil's 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 pupil who do not achieve at the expected [level](#) for the lesson, make appropriate progress, along with those that exceed the learning intention, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

4 Target-setting

- 4.1 We set targets in mathematics and English for all pupils, during each academic year. We discuss individual targets where necessary, and communicate these to parents and carers. We review the progress of each pupil at the end of each half term and at the end of the academic year we set revised targets.

5 Recording

- 5.1 We recognise various methods of assessing a pupil'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. In English and maths this is recorded through the use of Target Tracker. Science assessments are also recorded using Target Tracker.
- 5.2 On our planning sheets, we record only those pupils who fail to meet the planned learning intention, 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, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning intentions.

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 each meeting we discuss the child's academic progress (looking at how they progress further), attitudes to learning and social skills.
- 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. These reports not only indicate academic progress but also the effort that has been made in each area. In this report the Headteacher also writes a comment outlining the outcome of the year.
- 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 and in other years we give the attainment achieved in reading, writing and maths.
- 6.5 We offer parents and carers of pupils in Foundation Stage Two the opportunity to discuss their child's Learning Profile with the teacher.
- 6.6 At the start of a term, each of our teachers gives parents and carers an update of the learning that will take place in the form of a curriculum letter 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 term.

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 consistently and enable pupil to learn and understand it.

- 7.2 We give pupils verbal feedback on their work whenever possible. We usually do this when the pupils are working during the lesson, (this is indicated through the use of a red pen) 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 show the pupils where they have achieved the success criteria (use of green highlighter) and where they need to make an improvement (pink dot at the side of the margin) there may also be a concise comment to accompany this. We do not always aim these comments at the pupils; quite often we write something that is useful to parents or carers, teachers and adults assisting in the class.
- 7.3 When we give written feedback to a pupil, we relate this to the learning intention for the lesson. We make clear whether the learning intention has been met, and we produce evidence to support our judgement. If we consider that the intention 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 improved 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 pupils 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. This is indicated by the use of a purple pen.
- 7.6 We allow time at the start of each day or each lesson for pupils to carry out 'Take up Time – (TUT). This allows pupils the opportunity to look back at their mistakes and work with an adult to correct any mistakes, securing previous learning before moving their learning on in the next lesson. Pupils are also given the opportunity to carry out next steps in learning 'Wishes' set in English and 'Next step-Now' challenges in maths.

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 Moderation of standards

- 9.1 English and maths leaders study examples of pupil's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the standard of the pupil's work. All our teachers discuss these standards, 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. Moderation sessions for maths and English are held by the Crofty Multi Academy Trust where we ensure that there is a consistency of judgement.
- 9.2 It is each subject leader's responsibility to ensure that the samples that they keep of pupil's work reflect the full range of ability within each subject.

10 Monitoring and review

- 10.1 The Senior Management Team (SMT) is responsible for monitoring the implementation of this policy. We allocate special time for this task. The SMT uses this time to inspect samples of the pupil's work, and to observe the policy being implemented in the classroom.
- 10.2 Senior staff 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 every two years or earlier if necessary.

Signed:

Date: May 2013

Reviewed: July 2015

Review Date: May 2016

Reviewed: November 2017

Review Date: 2019