

Assessment Policy

1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2 Aims and objectives

- 2.1 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 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 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.
- 3.2 We use the National Curriculum 2014, National Literacy Strategy, National Numeracy Strategy and the national schemes of work produced by QCA to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.
- 3.3 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 level of ability. Our lesson plans make clear the expected outcomes for each lesson. 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. We also keep this information as a record of the progress made by the class.

4 Target setting

- 4.1 Every school is recommended to set targets in mathematics and English each year for those pupils who are in Year 6. We 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. We review the progress of each child at the end of the academic year and set revised targets.

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- 4.2** We also set targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits. The children themselves record these targets on the child's target card and the teacher and child review these on a regular basis.
- 4.3** We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

5 Recording

- 5.1** We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.
- 5.2** We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to meet the 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, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.
- 5.3** 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 level of attainment. 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.

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** Twice a year we offer parents 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 we review their child's written report and the targets identified in it for the next school year (see next paragraph).
- 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. 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.
- 6.4** In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests.

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6.5 We offer parents of pupils in Reception the opportunity to discuss the results of the Baseline Assessment with their child's teacher.

6.6 Each of our teachers gives parents a termly update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during 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 in the same way.

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. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

7.4 We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

7.5 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.

8 Consistency

8.1 All subject leaders keep 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.

8.2 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.

8.3 Our subject leaders also obtain examples of work from our local secondary schools, as we believe there should be a common understanding of standards right through the education process.

9 Marking

9.1 Why Do We Mark Children's Work?

- To monitor a child's individual progress
- To identify areas of strength and weakness
- To assess if a child has understood the objectives of the lesson
- To establish learning targets for individual teaching
- To show that we value all the work completed by each child
- To build a child's self-esteem
- To evaluate our own teaching and inform our future planning
- To raise standards.

We mark work with an aim to give all children positive, constructive feedback on the content, accuracy and presentation of their work.

Work is marked with respect for equal opportunities regardless of ethnic and cultural origin, gender, physical or mental abilities.

Work is marked with each child's individual needs and potential in mind.

9.2 Layout of Written Work

When starting a new piece of work, most children will aim to write the date in full on the left-hand side of the paper. The numerical date will be used when deemed necessary.

A title or learning intention of the lesson/piece of work will be written underneath the date. In KS2 these will be underlined with a ruler.

Maths work should be completed in pencil. Children must use one number in each square of their books.

Significant work e.g. extended writing, maths work, should be marked with diagnostic comments and reference to individual and group targets. Other work should be acknowledged with a signature.

9.3 Marking Methods and Expectations

The impact of verbal praise and comments can be great and should not be underestimated.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent to maximise the effect and relevance of feedback.
- All staff will mark work in ink so that it is distinct from the children's own writing.
- Teacher comments will generally be written at the end of a piece of work but may also be appropriate in the margin.

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- Teachers will respond to a piece of work by making positive, constructive and encouraging comments using the child's name.
- Teachers may also add a 'teaching point' something the child needs to look at or practise for the future, in order to improve their work further.
- Teachers may sometimes ask a written question, which encourages the child to think about what they have done and how improvements could be made.
- Marks given or comments written will relate to the purpose of the task and/or the child's personal targets.
- When correcting spelling errors, concentrate on magic line*/high frequency words.
- Some tasks may be marked as a simple right or wrong answer, with ticks or crosses and/or a score given.
- Work produced for display purposes may be unmarked, although comments may help to put it into context. It will be displayed on merit and will represent individual children's achievement.

* **Magic line words**: when a child is unsure of the spelling of a particular word they are encouraged to have a go. They then draw a 'magic line' under the word.

9.4 Self Assessment

All children will be encouraged to check and self-correct draft copies of their work with the help of checklists and key objectives from the lesson. Children could use traffic lights or a 'face' to indicate how pleased they are with their efforts, e.g.:-

A **smiley face** for very pleased/confident.



A **neutral face** for pleased/reasonably confident



A **sad face** for not happy/not confident



Occasionally, children may mark their own work, under the guidance of the teacher and especially in KS2 where 'critical friends' have been established; children will have opportunities to peer mark the work of others and evaluate using strategies such as 'three stars and a wish'. We have developed a number of assessment sheets to assist with peer marking.

Rewards for Good Work

Rewards for work being marked in addition to a tick and/or comment will be individual to each member of staff throughout the school but may consist of the following: -

- Table points
- Stickers
- Smiley faces
- Stars
- Stamps
- Visit to another teacher/Head teacher
- Work shown in Assembly
- Awarded good work / effort certificate

10 Review

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

Martin Tune
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