



ASSESSMENT

Policy Reference	<ul style="list-style-type: none"> • AUH 704
Cycle of Review	<ul style="list-style-type: none"> • As per policy review schedule agreed annually, but no more than 5 years from first last issue date
Made Available to	<ul style="list-style-type: none"> • Published on website available to parents • Staff via shared area on the server • Governors
Policy in Brief: “In a Nutshell”	<p>Assessment for learning is a major factor of the core principles of our teaching and learning policy. We view it as a way of assisting teachers to modify their teaching in order to improve pupils’ performance. We also seek to promote the benefits of teachers involving all children in order to stimulate and help them take their next steps in learning.</p> <p>This policy is linked with</p> <ul style="list-style-type: none"> • Teaching and Learning • Marking and Feedback

We believe this policy relates to the following legislation:

- The Education (School Performance Information) (England) Regulations 2001

Assessment for learning is a major factor of the core principles of our teaching and learning policy. We view it as a way of assisting teachers to modify their teaching in order to improve pupils' performance. We can see the benefits of teachers involving all children in order to stimulate and help them take their next steps in learning.

We are in agreement with the Black and William (1998) definition of assessment as it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.

Within our school, there are two main purposes of assessment:

- **Assessment of learning** (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. All pupils undertake end of key stage tests (SATs) in England only and a baseline assessment is undertaken by all pupils during their first half term at school.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002)

We wish to work closely with the pupils and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To motivate children by actively involving them in their learning and to provide feedback to them.
- To encourage children to assess themselves and to understand how they can improve.
- To use the results of assessment to adjust teaching.
- To provide assessment information to pupils, parents/carers and external agencies, leading to productive dialogue and close communication.
- To work with other schools to share good practice in order to improve this policy.

Why do we assess children's work, behaviour and attitude?

We assess to

- ❖ Enable teachers to plan appropriate learning activities for all abilities within the class and ensure that educational needs are met
- ❖ Identify whether children are meeting their learning targets
- ❖ Support and celebrate children's achievements
- ❖ Raise standards and expectations
- ❖ Identify children's strengths and weaknesses and barriers to learning
- ❖ Ensure continuity and progression throughout the whole school, and learn whether individual/specific groups or whole cohorts of children are making sufficient progress against national standards and individual targets
- ❖ Show what standards have been achieved and what the children have learned
- ❖ Identify who is making progress, better or worse than expected
- ❖ Help parents to understand their child's progress in relation to others, and what they can do to help

How do we assess?

Assessment is part of the normal teaching process and involves teachers' on-going assessment through the use of:

- ❖ Continuous and/or planned observation of pupils
- ❖ Talking with, and listening to pupils
- ❖ Class test results including Mental Maths
- ❖ Marking of children's work
- ❖ Use of topic / subject based assessment tasks
- ❖ Using portfolios of children's work to monitor and assess progress
- ❖ Individual reading records
- ❖ Letters and Sounds Phase Assessments
- ❖ Recognition and Spelling of High frequency words

Most assessment is 'formative' at this stage, in that much information is gathered in order to assist in a running dialogue between teacher, child and parents.

Some 'Norm referenced' assessment (where performance is compared against a standardised group), and 'Criterion referenced' (where a child's ability is measured against the performance of the average child), is used. This takes the form of:

- ❖ Early Years Foundation Stage Profile and Baseline Assessment (CEM)
- ❖ Year 1 Phonics Test
- ❖ Key Stage 1 SATs
- ❖ Transition work as set my Bredon Hill Middle School
- ❖ Pupils' evaluation of own work in association with their teachers
- ❖ Subject specific assessments, using the new 2014 Curriculum criteria, assessing whether a child is working below/at/or exceeding the expected level for his/her Year Group
- ❖ Specific assessment for Foundation subjects, as laid out in National Curriculum attainment targets and programme of study
- ❖ Tracking systems are in place to record individual child's progress, specific groups and cohorts of pupils. The main one used is known as "Epiphany" which tracks children's attainment and progress against age-related expectations

Evidence

The reviewing of pupil achievement through work scrutinies is a significant component in the process of assessment, recording and reporting for the National Curriculum.

Looking at exercise books is intended to promote more effectively:

- ❖ The pupil's review of their own work and peer assessment
- ❖ The teacher's review of the progress and development of each child
- ❖ The transfer of information to the next teacher
- ❖ Communication with parents
- ❖ The school's preparation for moderation

Additional Evidence

- ❖ A piece of unaided writing in English is produced half-termly starting from Reception and filed in a special folder which will be given to the child on leaving Ashton
- ❖ A best handwriting book is used once a term to record progress and again this will be given to the child on leaving Ashton
- ❖ Subject to approval from the Middle School, we send work completed in English and Maths during the second half of the summer term to the child's next school in order to support transition.
- ❖ Informal opportunities to evaluate and celebrate learning, e.g. displays, work shared in family assembly along with star learner awards

Subject folios

Co-ordinators collect and level work to recognise school standards. We use the expected levels set out in the 2014 National Curriculum and regularly meet with colleagues from our Cluster Schools to ensure consistency, particularly in English and Maths

LA Record Folders (confidential, red folders kept in locked filing cabinet)

These contain

- ❖ Admission forms
- ❖ EYFSP (Early Years)
- ❖ Year 1 Phonics result
- ❖ Key Stage 1 SAT results
- ❖ Reports to parents
- ❖ Special Needs records
- ❖ Medical records

Some school forms of assessment are for children to see and use, others are for teachers and parents, and some may be kept for comparison with assessment forms in other schools. For children with special needs, records are used in discussion with the Learning and Behaviour Support Service (LBSS).

Reporting

Progress is reported to Parents on three occasions during each academic year, namely at Parents' Meetings in Autumn 1 and Spring 1 and formal written reports are sent out to parents at the end of the school year.

Annual Written Reports include:

- ❖ Child's attainment and attitude in each subject/ area of learning according to EYFSP
- ❖ A detailed class teacher comment alongside targets to develop
- ❖ Arrangements for parents to discuss the report with a teacher at the school
- ❖ Total number of sessions attended and the total number of sessions missed through authorised absence since the child's last report or since the child entered school, and the total number of sessions missed through unauthorised absence.

In **Year 2** the child's National Curriculum assessment levels are arrived at by statutory assessment and in **Year 1** the results of the phonics test and again in Year 2 if the child did not meet the threshold in Year 1.

Moderation

This is carried out in:

- ❖ LA organised sessions – staff attend moderation sessions, in connection with Key Stage 1 SAT results and Foundation Stage every three years.
- ❖ Cluster organised sessions – teachers in relevant age groups attend cluster moderation meetings.
- ❖ In-school moderation – staff meet regularly, formally and informally, to discuss assessment and progression of the children.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed the Headteacher to be responsible for Assessment;
- responsibility for ensuring that Headteacher sets appropriate targets and reports progress to Governing Body
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility to comply with all statutory assessment arrangements;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated governors to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;

- work closely with the Governing Body, reporting each term on attainment and progress against targets
- have in place an effective system to monitor pupil progress;
- ensure statutory assessment is fully complied with;
- enter pupils in to the end of key stage 1 tests;
- report achievements to pupils and parent/carers;
- provide pupil data information to external agencies when requested;
- ensure assessment is a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Assessment, Recording, Reporting Coordinator

The ARR coordinator (HT in the case of Ashton) will:

- lead the development of this policy throughout the school;
- work closely with the SENCO and subject coordinators;
- collate information for the target setting process;
- compile moderation portfolios;
- organize in-house training;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of Teaching Staff

Teaching staff will:

- assess pupils to ascertain level of attainment;
- plan next stage of learning;
- provide information for record keeping;
- report assessments to pupils, parents and school personnel;
- keep up to date with new assessment initiatives;
- attend in-house training

Teachers **planning** will show:

- clear learning objectives and outcomes;
- key learning skills;
- differentiation;
- opportunities for peer and self-assessment;
- curricular targets;
- references to previous learning;
- objectives and success criteria;
- lesson evaluation and plans for subsequent lessons

Teachers will give **written or verbal feedback** which will:

- be constructive;
- written in a way so that pupils are able to understand the comments made;
- be centred on the qualities of the work;
- be linked to the learning objectives and learning outcomes;
- identify strengths and weaknesses;
- identify what the pupil needs to do to improve;
- encourage pupils to form and express their views, evaluating their own learning and that of their peers

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work, following our motto of “expect only the best”;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- be made aware of learning objectives and success criteria;
- discuss what they have already experienced, know and understand;
- discuss and identify what they need to do to improve;
- self-assess their work which is one of our key successful learner skills requiring the children to **reflect**;
- hand in homework properly completed and on time;
- comply with our Home School Agreement and follow school rules

Role of Parents

Parents will:

- be made aware of this policy;
- comply with this policy by:
 - complying with the Home School Agreement
 - attending parent-teacher meetings
 - being aware of their child’s targets
 - writing a response to their child’s annual report
- encourage effort and achievement;
- encourage completion of homework and return it to school on time;
- provide the right conditions for homework to take place;

Meetings with Parents

Parents are invited to attend Parent-teacher meetings in the Autumn and Spring Term in order to be kept up to date with their child's progress and to discuss ways in which they may support their child's learning.

Reporting to Parents

Parents will receive an annual report summarising their child's progress. Parents are encouraged to provide a written response to the child's annual report.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher meetings and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed as part of the policy review cycle agreed annually or when the need arises by the coordinator, the Headteacher and the Governing Body.