

Ombersley Endowed First School



Policy on Assessment

(see also Marking and Feedback; Target-Setting)

Rationale

Assessment is the process which provides information on the individual child's experience and achievement. It identifies the child's knowledge, ability and understanding. Assessment provides information to guide and plan future learning & provision.

1. School Focus

To implement an efficient system of assessment & record keeping, which is an integral part of the teaching and learning process. To ensure that assessment judgements are accurate and consistent across the school and in line with DfE guidelines and the National Curriculum.

- 1.1 At Ombersley School 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) 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, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.
- 1.4 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.

2. Aims:

- 2.1. To support children in their learning by celebrating achievement and progress.
- 2.2 To help children to recognise their own strengths and areas for development and to select targets for their next stage of learning.
- 2.3. To provide relevant information to enable teachers to plan programmes of work which match children's capabilities & interests and provide differentiated tasks where appropriate.
- 2.4. To support teachers in evaluating the curriculum in terms of the extent to which teaching and learning objectives and the needs of all pupils have been met.
- 2.5. To support teachers in evaluating teaching methods and targets set in order to achieve the teaching and learning objectives and meet the needs of all pupils.
- 2.6. To provide information for teachers, parents/carers and pupils to inform judgements on pupil progress & attainment and support each child to make at least good progress & achieve their potential
- 2.7. To inform Governors, LA and DfE about pupil achievement & progress.
- 2.8. To enable teachers, subject leaders and the SLT to use pupil data to inform planning & provision, identify areas of strength & best practice, inform Action Plans for further improvements and analyse trends over time.

3. Objectives

Children will:

- 3.1. Have regular opportunities to assess their own learning.
- 3.2. Recognise and celebrate their achievements.
- 3.3. Identify their strengths and areas for reinforcement and development.
- 3.4. Take some responsibility for their future learning and be aware of their targets for improvement and 'next steps'.

Teachers will:

- 3.5 Identify clear learning objectives.
- 3.6 Identify and communicate individual pupil targets
- 3.7 Use criteria from National Curriculum Year Group Expectations and EYFS as a basis for assessment.
- 3.8 Employ a range of assessment techniques, e.g. marking, observation, discussion and testing where appropriate.
- 3.9 Emphasise positive achievement and develop individual and subject portfolios.
- 3.10 Record pupil achievement and progress.
- 3.11 Use assessment information & pupil data to evaluate teaching and learning and inform the next stage of learning for each pupil (including interventions).
- 3.12 Contribute to Pupil Progress Meetings

4 Planning for assessment

- 4.1 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.
- 4.2 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 ability. Our lesson plans make clear the expected outcomes for each lesson.
- 4.3 Teachers always share the lesson's learning objective with the children as the lesson begins. 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 (Success Criteria). This is most effective when children generate their own learning criteria.
- 4.5 Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- 4.6 We make a note of those individual children who do not achieve at the expected outcomes of 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.

5 Target-setting

- 5.1 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.
- 5.2 We also set targets for other areas of work in school and encourage pupils to set targets themselves. The teacher reviews these with each child on a regular basis.
- 5.3 Children with Special Educational Needs or Disabilities (SEND) will have individual targets assessed and reviewed as part of their Provision Map
- 5.4 Half termly summative assessments are carried out in core subjects and data is recorded on School data tracking sheets.

6 Recording

- 6.1 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.
- 6.2 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.
- 6.3 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.
- 6.4 Assessments are made on national Curriculum expectations for each year group. Assessment moderation is carried out within school, with pyramid schools and within the LA to ensure consistency of standards.
- 6.5 Once per half term summative assessments based on National Curriculum levels are recorded on School data tracking sheet

7 Reporting to parents

- 7.1 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.
- 7.2 Each term, we offer parents the opportunity to meet their child's teacher. At the first and second meetings of the school year, we review the targets that we have identified for their child. At the third meeting of the year children are encouraged to share their work with their parents.
- 7.3 During the Summer Term, we give all parents a written report of their child's progress and achievements. We write individual comments on all subjects of the National Curriculum, and on religious education. In this written report we also include a space for parental feedback.
- 7.4 In reports for pupils in Year 2 we also provide details of the levels achieved through teacher assessment and in the national Standardised Assessment Tasks.
- 7.5 In reports for pupils in Year 1 we also provide details of Phonics screening outcomes
- 7.6 We offer parents of pupils in Year R the opportunity to discuss their child's Learning Profile with the teacher.
- 7.7 At the start of a term, each of our teachers gives parents an 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 rest of the term.

8 Feedback to pupils

- 8.1 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.

- 8.2 We give children verbal feedback on their work whenever possible and build in regular 'fix it' time each week. 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.
- 8.3 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. (see also Marking Policy)
- 8.4 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.
- 8.5 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. Learning Partners help the children to evaluate their success in meeting learning criteria.
- 8.6 We try to allow time within 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. This helps 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.

9 Inclusion and assessment for learning

- 9.1 Our school aims to be an inclusive school. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 9.2 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.

10 Moderation of standards

The following activities will take place to ensure the accuracy of the judgements made by teachers:

Book trawls – Subject Leaders & SLT

Whole School Internal Moderation Activities

External Moderation with Cluster schools

LA SATs Year 2 moderation

LA moderation Year One Phonics screening

Moderation activities with partner schools

Monitoring of pupil books during Learning Walks, formal observations and informal observations

11. Monitoring and review

- 11.1 The SLT, Subject Leaders & Governors will use assessment information to:
1. Evaluate the curriculum in terms of the effectiveness of teaching strategies and curriculum planning & provision.
 2. Inform receiving schools.
 3. Ensure that informative annual reports are prepared for Parents or Carers.
 4. Provide information for Governors, LA, DfE and other appropriate bodies.
 5. Analyse the data alongside other information to identify strengths & areas for further development.
- 11.2 Our assessment coordinator is responsible for monitoring the implementation of this policy through the inspection of samples of the children's work, and through observing the policy being implemented in the classroom.
- 11.3 This policy will be reviewed every two years, or earlier if necessary.

Signed: *C. Moore*

Date: June 2018

Review Date: Summer 2020