



## Assessment Policy

<b>Date of Policy Issue</b>	April 2016
<b>Review Date</b>	April 2018
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<b>Signature of Responsible Manager/Headteacher</b>	
<b>Signature of Chair of Governors</b>	

<b>Issue number</b>	1.1
<b>Changes</b>	<ul style="list-style-type: none"> <li>• Summative Assessment (p2) - TT is updated half termly by class teachers</li> <li>• Formative assessment (p2) - Information removed regarding development of skills progressions</li> <li>• Moderation (p2/3) – wording changed to include cluster moderation sessions</li> <li>• Pupil Progress Meetings (p3) – wording changed as LSAs do not always attend.</li> <li>• Marking &amp; Feedback (p3) – marking may inform pupils what they have done well and next steps as appropriate, rather than implying this is always the case.</li> </ul>

### Introduction

Effective assessment is essential to quality teaching and learning. Assessment for teaching is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children about their learning helps them to understand how to be 'the best they can be'. It supports them in being successful, explaining what they have achieved and what they need to do to improve further. Effective assessment ensures lesson planning is relevant and is based on a sound knowledge of the pupils' attainment, progress and the next steps in their learning. Reporting to parents at parents' evenings and with a written report at the end of the year promotes a home/school partnership working to raise standards.

Analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, cohort and whole school level. This information then guides strategic planning and is also essential in providing staff and governors with a clear understanding of the performance of the school.

### Principles

The principles of assessment at this school are to:

- inform next steps in teaching
- provide meaningful feedback to pupils on what they've done well and how to improve

- provide evidence to enable the Senior Leadership Team (SLT) to hold class teachers to account
- provide evidence to enable Governors to hold the SLT to account
- communicate to parents and carers how well their children are doing

## **Types of Assessment**

### **Summative Assessment**

Summative assessments are carried out in order to track attainment and progress at an individual, group, class, cohort, phase and whole school level. This information is also used to identify pupils who require targeted support and to set the focus of discussions in pupil progress meetings.

- Assessments are carried out in reading, writing, (including grammar, punctuation and spelling) and maths. A range of assessment methods are utilised as specified by the Maths and English subject leaders.
- Class teachers ensure that summative assessment information is updated on Target Tracker half termly.
- In pupil progress meetings, class teachers explain to the SLT how well the pupils are attaining and progressing, the factors that have contributed to this attainment and progress and which pupils will need targeted support.

### **Formative Assessment**

Formative assessment is on-going to enable teachers to identify and plan for the next steps in a child's learning. Strategies may include:

- informing pupils of the learning objectives in each lesson
- questioning throughout the lesson to evaluate pupil understanding
- involving the children in a range of peer and self-assessment by setting pupil targets and/or success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.

Formative assessment is used in all subjects including foundation subjects and Religious Education.

### **Diagnostic Assessment**

While all assessment can provide diagnostic evidence, some assessment tools can be particularly useful in providing a more detailed analysis of the barriers to learning, eg Overcoming Barriers in mathematics

### **Statutory Assessments**

- Foundation Stage Profile
- Year 1 Phonics Screen
- End of KS1 Statutory Assessment Tests (Year 2)
- End of KS2 Statutory Assessment Tests (Year 6)

### **Moderation**

The process of moderation is an essential part of the assessment process. Moderation meetings take place at least termly both within and across phases, and end of Key Stage

One assessments are often validated by LA advisors in cross phase teams. Staff attend Local Authority training sessions and additional meetings take place within the local cluster to ensure judgements are in line with other schools.

### **Data Analysis**

The Assessment Manager utilises the assessment data on Target Tracker to carry out an analysis of data each term. This information is utilised to inform:

- pupil achievement,
- target setting,
- school Self Evaluation,
- the termly headteacher report to Governors,
- the Schools Strategic Plan

### **Pupil Progress Meetings**

These are held at least termly and may be attended by the year group class teachers, LSAs and members of the Leadership Team. The focus of the pupil progress meetings is:

- to discuss attainment and progress generally within the class/year group using data and reports from Target Tracker
- set time limited targets for any pupils that require additional support and identify actions to improve their achievement.

### **Marking and Feedback**

Marking and feedback is used to raise achievement, set short term targets and help pupils to make progress. Marking and feedback may inform pupils about what specifically they have done well and the next steps to take, as appropriate. See the Marking and Feedback Policy for detailed information.

### **Reporting arrangements**

Reports to parents are given verbally at parents' evenings twice a year in the Autumn and Spring terms. A comprehensive written report is provided at the end of the Summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Whether the child is happy, settled and behaving well.

An open evening is held at the end of the year to enable parents to see their child's work. In addition, meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.