



St. Anne's Church of England VA Primary School

ASSESSMENT POLICY

(To be read in conjunction with Feedback & Marking policy)

This policy should be taken and used as part of St Anne's Church of England School overall strategy and implemented within the context of our vision, instrument of governance, aims and values as a Church of England School. It is the intention of the Governors that St Anne's CofE VA Primary School will provide education within a Christian ethos to the local community; however this school welcomes opportunities to work within the local community with groups of other faiths and of no faith.

We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners. We use two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

Assessment *for* Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to all learners.

Assessment *of* learning refers to summative assessment and involves judging pupils' learning and attainment against national standards. Teachers may make these judgements at the end of a unit of work, at the end of each term, and at the end of a key stage. Tests are a straightforward form of summative assessment, though teachers' ongoing assessments of pupils' progress in terms of assessment against National Curriculum expectations, will also be mainly summative in nature.

We give our children regular feedback on their learning so that they understand what it is that they need to improve or to learn next. Such feedback will be both verbal, peer to peer and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

Aims and objectives

The purpose of assessment in our school is:

- to enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- to enable teachers to record the attainment and progress of pupils;
- to increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
- to help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
- to enable teachers to provide regular information for parents and carers about their child's progress in learning and enable them to support their child's education;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

Planning for assessment

As teachers plan their lessons, so they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning.

Teachers will also, of course, plan to assess pupils' understanding more formally through the use of tests.

The school assesses against the National Curriculum. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.

Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Learning Goals, and use the EYFS Profile to assess children's achievements and progress.

We use our school's curriculum plan to guide our teaching. This long-term plan follows the National Curriculum. Teachers understand the age-related expectations of the National Curriculum, and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or mastery. For those pupils working significantly below age-related expectations, teachers will plan additional support, sometimes together with the special educational needs coordinator (SENCO).

We plan our lessons with clear learning intentions. Teachers will share the lesson's learning intention with the children although this may not necessarily be at the beginning of a lesson as it may, for example, be prudent for the children to identify what they are learning. They also sometimes share with pupils, or agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning and that of their peers. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.

Teachers strive to ensure that learning intentions and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address.

For some learners (those requiring intervention or defined as pupil progress), interventions such as pre-teaching or over learning will take place. The aim of these interventions is to allow the children to consolidate their learning or to acquire the skills and confidence needed to take a full part in upcoming lessons.

Recording

We use various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. It is unnecessary to keep a formal record of all these assessments; we record only that which will inform planning for future learning, or contribute towards our overall evaluations of pupils' attainment and progress.

At the end of each learning theme we record children's progress in order to analyse at a whole school level and track progress of individuals and groups. The progress of children in English and maths is recorded on the school's tracking system at the end of terms 2, 4 and 6. At the end of each term, pupil performance meetings are held between head teacher, assessment leader, and each teaching team.

At the end of each year, each teacher shares and discusses this information with the pupils' next teacher.

Teachers in the EYFS will record summative assessments, termly, in the school's e-profile system.

Reporting to parents and carers

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.

In terms 2 and 4, we offer parents and carers the opportunity to attend a Learning Review meeting. All children record their own thoughts about their current progress, reflections on the latest learning theme as well as their own personal development and what their next steps may be. Parents and carers attend the learning review meeting alongside their child and class teacher. The meeting is led by the child who reads their review before all participants discuss current progress and next steps.

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. The report contains the children's views of their own learning and progress with a written response from the class teacher. .

In reports for pupils in Year 2 and Year 6, we also provide details of the standards achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, and mathematics, and at the end of Year 6, on Standard Assessment Tests (SATs), in reading and mathematics and SPaG. Teacher assessment is provided for writing in Year 6.

We offer parents and carers of pupils in the EYFS the opportunity, at Learning Review meetings, to discuss their child's individual learning diary with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.

At the start of each learning theme, each teacher provides families with a Curriculum Information sheet, showing how parental contribution can support their child.

Inclusion and assessment for learning

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.

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 at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs.

Moderation of standards

All subject teams study examples of children's work within their subject area. Teachers use national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these exemplifications, 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. Teachers also attend moderation and standardisation meetings with teachers from other local schools, to ensure that our assessment judgements are consistent with local and national benchmarks.

External moderators, organised by the Local Authority (LA), visit our school every year to moderate and confirm our assessment judgements in the EYFS and every few years at the end of Key Stage 1 and Key Stage 2. Similarly, the proper administration of Key Stage 2 and Key Stage 1 SATs as well as the Phonics screening could be moderated by the LA, as part of statutory regulations. Such visits are unannounced.

Monitoring and review

Our assessment leader is responsible for monitoring the implementation of this policy. We allocate designated time for this task. The leader uses this time to scrutinise samples of pupils' work, teachers' marking and assessment records, and to observe the policy being implemented in the classroom. Senior staff monitor pupils' overall progress on a regular basis and in Pupil Progress meetings, so that possible under-achievement can be identified and addressed as soon as possible.