# 1    Introduction

1.1    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 expected national standards. Staff 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 standardised scores.

1.4    We give our children regular feedback on their learning so that they understand what it is that they need to do better.

# 2    Objectives

2.1    The 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 recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow staff 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 head teacher and governors with information that allows them to make judgements about the overall effectiveness of the school.

# 3    Planning for assessment

3.1    We use each school's long term plan and curriculum map to guide our teaching. In this plan, we set out the aims, objectives to be covered, and give details of what is to be taught to each year group. In our medium term plans, we also identify opportunities for assessment within each broad unit of work.

3.2    To support our teaching, we use the Development Matters-Ages and Stages (EYFS) and the National Curriculum KPIs (KS1/2)

3.3    We plan our lessons with clear learning objectives. We base these upon the staff's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability.

3.4    Staff always share the lesson's learning objective (I can /Can I) with the children as the lesson begins.

3.5    Staff ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

3.6    Staff make a note of achievements and use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

3.7    Staff carry out a regular programme of assessment which includes both formative and summative assessments.

# 4    Target-setting

4.1    We encourage children to be an integral part of the target setting process lined to end of year expectations in Mathematics and English for all our children, during each academic year. We discuss individual targets where necessary, and communicate these to parents in planners/reading records/Mission maths books/ parents' evening. We encourage children to assess themselves against the targets and record when they feel they have evidence to show independent use of a particular skills/concept. Once this has been achieved (three times in Mission Maths) and verified by the teacher, the child move on to focusing on another target, with guidance from the class teacher.

4.2     Our school sets:

- Whole school target areas ( through the school development plan)

- Whole school curriculum targets in the core subjects of English and Maths

- Individual targets

4.3     We also set targets for other areas of work in school such as attendance, exclusion etc. We encourage the children to set targets themselves, linked to the "I CAN" statements. Targets are recorded in the children's books and reviewed regularly

## 5     Recording

5.1     We recognise various methods of assessing a child's learning. Each school assesses summative progress through formal testing in Yr1-6 in reading, maths and grammar, punctuation and spelling. Formative assessment is used through our tracking progress using Target Tracker. Children also use a learning line to self-assess themselves against the lesson objective

5.2     In Foundation Subjects, we track and record progress using an online learning journal which is also used to engage parents' in their children's learning and progress so that we can take the needs of these pupils into account when planning for the next lesson. We also use annotated lesson plans as a record of progress measured against learning objectives.

## 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     Each term, we offer parents the opportunity to meet their child's teacher formally.

6.3     During the summer term, we give all parents a written report of their child's progress and achievements during the year on all subjects of the National Curriculum and on religious education. In this report, we also identify target areas for the next school year.

6.4     In reports for pupils in Year 2 and Year 6, we also provide details of the attainment achieved in the National Curriculum tests. (English, Maths)

6.5     We keep records to chart children's progress through their time at our school.

6.6      We encourage ALL parents to become involved in their children's learning.


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, and the children learn to understand it.  ( SEE MARKING AND FEEDBACK POLICY)

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 in KS1 and 2 (good and a wish)

7.3     When we give written feedback to a child, we follow guidelines from our marking and feedback policy.

7.4     Having children assess or feedback on 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. This must be carefully managed, to avoid unhelpful comparisons through the use of marking guidelines and contracts.

7.5     Within KS2 which is more effective, we endeavour to give time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the staff, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our staff  spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work. In KS1, at is our aim to start this in the summer term.

## 8     Inclusion and assessment for learning

8.1     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. In this way, we make judgements about how successful we

are being at promoting racial and gender equality, and including pupils with disabilities or specific educational needs.  Children who we have identified as being more able and talented (MAT) are also supported to developed their mastery of subjects in which they excel within their cohort.

## 9    Moderation of standards

9.1    Subject leaders study examples of children's work with other staff members through moderation so that there is a common understanding of the expectations in core subjects. By doing this, we ensure that we make consistent judgements about standards in the school.  We also regularly moderation across schools and clusters.

9.2    It is the 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.

## 10    Monitoring and review

10.1    This policy will be reviewed in line with the school policy review cycle.

Agreed timetable of Assessment

| | START OF TERM | END OF AUT TERM | END OF SPRING TERM | END OF SUMMER TERM |
|---|---|---|---|---|
| F/STAGE | BASE LINE | DEVELOPMENT MATTERS ( through target tracker) | DEVELOPMENT MATTERS ( through target tracker) | DEVELOPMENT MATTERS ( through target tracker) |
| | END OF AUT TERM | | END OF SPRING TERM | END OF SUMMER TERM |
| YR 1 | UPDATE TARGET TRACKER USE WRITING EXAMPLES COLLATED FROM THE TERM TO ASSESS  WRITING PROGRESS PIRA/PUMA/GAPS PIVATS IF REQUIRED *CHILDREN EMERGING IN FS, NEED TO CONTINUE WITH DM* | | UPDATE TARGET TRACKER USE WRITING EXAMPLES COLLATED FROM THE TERM TO ASSESS  WRITING PROGRESS PIRA/PUMA/GAPS PIVATS IF REQUIRED | UPDATE TARGET TRACKER USE WRITING EXAMPLES COLLATED FROM THE TERM TO ASSESS  WRITING PROGRESS PIRA/PUMA/GAPS PIVATS IF REQUIRED PHONICS SCREENING |
| YR 2-6 | UPDATE TARGET TRACKER USE WRITING EXAMPLES COLLATED FROM THE TERM TO ASSESS  WRITING PROGRESS PIRA/PUMA/GAPS PIVATS IF REQUIRED | | UPDATE TARGET TRACKER USE WRITING EXAMPLES COLLATED FROM THE TERM TO ASSESS  WRITING PROGRESS PIRA/PUMA/GAPS PIVATS IF REQUIRED | YEAR 2 SATS UPDATE TARGET TRACKER USE WRITING EXAMPLES COLLATED FROM THE TERM TO ASSESS  WRITING PROGRESS PIRA/PUMA/GAPS PIVATS IF REQUIRED |
| | | | | YR 6 SATS UPDATE TARGET TRACKER USE WRITING EXAMPLES COLLATED FROM THE TERM TO ASSESS  WRITING PROGRESS PIRA/PUMA/GAPS PIVATS IF REQUIRED |