

# **Watling Street Primary School**

## **Assessment Policy**

**Our school provides opportunities  
for all children to learn, achieve  
and become good citizens.**

**September 2017**

# Assessment Policy

(see also Marking and Feedback; Target Setting)

## 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). Every lesson begins with three important questions – What? (are we learning) Why? (are we learning this) and How? (will you know you have learnt/achieved this)
- 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 and are taken termly.
- 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 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 teachers 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 headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

## 3 Planning for assessment

- 3.1 We use our school's long term plans to guide our teaching. In these plans 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.
- 3.2 To support our teaching we use the National Curriculum as a starting point and use a range of different schemes of work, including, Wordsmith, Collins Connect Maths and the Cornerstones. We use the assessment guidance in these schemes to help us identify each child's level of attainment.

- 3.3 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 differentiated to each child's ability.
- 3.4 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.
- 3.5 Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions, which are then addressed.
- 3.6 We ensure we are aware of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

#### **4 Target-setting**

- 4.1 We set targets in mathematics and English for all our children, during each academic year. We discuss individual targets at the start of the year and communicate these to parents. We review the progress of each child at the end of the academic year, and set revised targets.

#### **5 Recording**

- 5.1 We use various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

#### **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 At the beginning of the year, parents are given a pupils target booklet containing expected and above expected progress targets for reading, writing and maths.
- 6.3 Each term we offer parents the opportunity to meet their child's teacher. At the first meeting, parents are given an Interim Report. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against the targets and give an updated interim report. At the third meeting of the year we review their child's written report and the progress made.
- 6.4 During the summer term we give all parents a written report of their child's progress and achievements during the year. We write individual comments on all subjects of the National Curriculum, and on religious education.
- 6.5 In reports for pupils in Year 1, Year 2 and Year 6 we also provide details of the standards achieved in the National Curriculum tests.
- 6.6 We offer parents of pupils in Year R the opportunity to discuss their child's Learning Profile with the teacher, and provide a written report.

**6.7** At the start of a term each of our teachers gives parents a class newsletter that identifies the main areas of study for that particular class. In this newsletter, the teacher identifies how parents can support any elements of the work during the rest of the term.

**6.8** Each year every child completes various samples of work for his or her Favourite Work Book. This book, which is kept in the classroom, makes it easy for parents to see what progress their child is making. At the end of KS2 pupils are given these books to keep.

## **7 Feedback to pupils**

**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.

**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. We give written comments to children of all ages.

**7.3** 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 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.

**7.4** Children are set an independent assessment task at least once a week in English and Maths. This allows the teacher to fully assess each individual child's knowledge and understanding of particular topics/areas of learning. 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.

**7.5** 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.

**7.6** We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any challenges set by the teacher, 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 teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

## **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.
- 8.2** 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.

## **9 Consistency**

- 9.1** All subject leaders study examples of children's work within their subject area. By doing this we ensure that we make consistent judgements about standards in the school.

## **10 Monitoring and review**

- 10.1** Our assessment coordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The coordinator uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.
- 10.2** This policy will be reviewed in two years, or earlier if necessary

**Signed:**

**Date:**

## Appendix 1

### Maths

At regular intervals throughout the academic year, the children complete a 'PUMA' maths assessment.

Each question in the test is matched the N/C statements for the year group. By referring to the results of these assessments, teachers are able to analyse each area of maths and the relative strengths and weaknesses of all pupils and. By also using evidence is the children's maths books, assign each pupil a progress point.

### Reading

When reading with individual children, teachers select an appropriate N/C statement to focus upon. If the teacher is satisfied that the child has demonstrated a good knowledge or understanding of this statement it is recorded in the group reading file. At regular intervals throughout the academic year, the children complete a 'PIRA' reading assessment.

Over a period of time, this allows the teacher to, build a profile of the child's ability to read and comprehend, and identify the appropriate progress point.

### Writing

At the end of each English unit, teachers assess each pupil's writing using the skills checklist. This builds an individual profile of attainment and assists in selecting the correct progress point. As well as informing future planning.

Over a period of time, this allows the teacher to, build a profile of the child's ability to write, and identify the appropriate progress point

### Science

In science, task specific assessment grids are used to assess pupil progress. If a pupil satisfies the criteria for a particular level statement, the statement is highlighted, thus providing evidence of level at which the child is working.