

Assessment Policy



Key Facts:

- A robust and rigorous system of formative assessment embedded within the culture of the school enables teachers to decide next steps for both the cohort and the individual
- This in turn enables Polam to provide an individualised learning journey for all our children
- Summative assessment during the year supports this formative assessment and should be used in a formative way to inform planning for the next academic year

1. Introduction

- 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: Formative assessment and Summative assessment
- **Formative assessment**
Ongoing assessment that informs planning
Formative assessment refers to a process of evaluations of children's comprehension, learning needs, and academic progress during a lesson, activity or unit of work. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. This applies to both the group as a whole and to the individual.
- **Summative assessment**
Assessment of what children have learned
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 standardised scores.
- We give our children regular feedback on their learning so that they understand what it is that they need to develop further.

2. Objectives

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 allow teachers to plan work that accurately reflects the needs / next steps of the cohort
- to provide regular information for parents that enables them to support their child's learning
- to provide the Head Teacher with information that allows them to make judgements about the effectiveness of the school

3. Planning for assessment

- Medium term plans in Literacy and Numeracy set out assessment opportunities during the term
- Foundation subjects are assessed at the end of a unit of work
- In **Early Years** a Baseline assessment is implemented at the start of the year in Reception (F2) and repeated at the end of the year (GL Baseline and GL Baseline Progress)
- In younger **Early Years** classes (12 months – 4 years) ongoing formative assessment is used via an online programme called Interactive Learning Diary (ILD)
- Formative assessment takes place daily across the school

- For Key stage 1 and 2 children’s achievements in the foundation subjects are assessed in relation to the National Curriculum (2014)
- We plan our lessons with clear learning objectives. We base these upon the teacher’s detailed knowledge of each child, informed by the formative assessment that has taken place during the term. Our lesson plans make clear the expected outcomes for each lesson and include differentiation informed by our assessment
- Teachers’ 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 success criteria against which the work will be judged
- Teachers ask well-phrased questions and analyse pupils’ responses to find out what they know, understand and can do, and to reveal their misconceptions
- We make a note of those individual children who do not make expected progress, and we use this information when planning for future lesson. We also keep this information as a record of the progress made by the class

4. **Target-setting**

- We set targets in reading, writing and mathematics for our children in KS1 & 2, during each academic year. We discuss individual targets where necessary, and communicate these to parents. We review the progress of each child toward their target regularly and set revised targets.

5. **Recording**

- 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.
- Assessment in relation to the National Curriculum (2014) for KS1 & 2 and in relation to the Early Years Foundation Stage for Nursery to F2 children informs our future planning / next steps and the differentiation for lessons / activities.

6. **Reporting to parents**

- 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.
- Twice a year we offer parents the opportunity to meet their child’s teacher and discuss their child’s progress (F1 – KS2) . However, parents are welcome to ask for extra meetings if they have concerns or questions. If a teacher is concerned about lack of progress he or she will request extra meetings above the two scheduled ones.
- In **Nursery** (12 months – 3 years) parents are offered three opportunities to meet with their child’s key worker on a termly basis to discuss progress and achievements.

- For children from F2 (Reception) upwards **interim reports** are provided at the end of the autumn and spring term providing information about attainment, progress and attitude to learning. Included is a summary of specific attainment of the child (Y1 – KS2). The following language is used to describe attainment:
emerging, expected, exceeding, mastery
- During the summer term we give all parents, from F1 up, a **long written report** of their child's progress and achievements during the year. In this report we identify target areas for the next school year in reading, writing and maths for KS1 & 2 children. Individual comments on all subjects of the National Curriculum and on religious education are included. We also include a space for parental feedback, and use the above mentioned terms to describe attainment.
- Children in Nursery receive a written Two Year Progress check which includes written feedback for all Prime Areas within the Early Years Foundation Stage and an indication of which age band the child is working in for each areas and strand within that area.
- At the start of each term each of our teachers gives parents a curriculum newsletter 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.
- Assessed pieces of work in English and Maths are collated in an assessment book for each subject.
- Each year various samples of work for his or her Achievement Portfolio. This is sent home when the child moves on to the next class and includes achievements as well as work samples.

7. Feedback to pupils

- 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.
- 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 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.
- 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.
- 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.
- 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.

- We allow time at the beginning of each lesson for the children to absorb any comments if written on their work. We believe that learning is maximised when children enter into a dialogue about their work.

8. **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 being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

9. **Consistency**

- All subject leaders study examples of children's work within their subject area and assess against EYFS or National Curriculum. Class teachers EYFS or National curriculum to make judgements about the attainment levels of the children's work in reading, writing and maths. All our teachers moderate assessed pieces of work in writing. By doing this we ensure that we make consistent judgements about standards in the school.
- It is each 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**

- The Head Teacher is responsible for monitoring the implementation of this policy; however, many elements are undertaken as a whole staff.