



# Parwich Primary School

## Assessment Policy

Review every two years

### 1 Introduction

- 1.1 We believe that effective assessment is fundamental to improve teaching and learning; to be able to extend and challenge the children's learning, so they can reach their full potential. 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 the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. 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 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. Assessments are discussed and any intervention identified and implemented.
- 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:
  - 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 and carers 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 curriculum plans (including rolling programmes and progression of knowledge and skills grids) to guide our teaching. These give details of what is to be taught to each year group.
- 3.2 To support our teaching, we use the National Curriculum and other schemes of work we have produced / adopted to support our teaching. We use the assessment guidance in these schemes to help us identify each child's 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 to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.4 Teachers always share the lesson's learning objective with the children in each lesson. 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.
- 3.6 We identify 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, we call this Assessment for Learning (AfL).

#### **4 Target-Setting**

- 4.1 We set targets in Mathematics, Reading and Writing for all our children, during each academic year. We discuss individual targets, where necessary, and communicate these to parents and carers. We review the progress of each child at the end of each term and at the end of the academic year, and set revised targets.
- 4.3 Children may choose to review their targets with fellow pupils. We believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents and carers in this process.

#### **5 Recording**

- 5.1 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. On our individual subject attainment grids, we record clearly whether a child is working below expectations, working towards meeting expectations, has met expectations, or is working at greater depth.
- 5.2 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the age-related National Curriculum expectations and consequently allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

#### **6 Reporting to Parents and Carers**

- 6.1 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 and operate an 'Open Door Policy'.
- 6.2 Each term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year in the Autumn Term, we review the targets that we have identified for their child. At the second meeting of the year, we evaluate their child's progress as measured against the targets.
- 6.3 During the Summer Term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We provide opportunity for parental feedback.
- 6.4 In reports for pupils in Year 6, we also provide details of National Curriculum test results.

#### **7 Feedback to Pupils**

- 7.1 Parwich Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. We believe that marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. We have an agreed policy for marking, as this ensures that we all mark in the same way, and the children learn to understand it (See Marking Policy).

#### **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 Moderation of Standards**

- 9.1 All subject leaders study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, 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. We are externally moderated too by the Local Authority to ensure our judgements are reliable and accurate.
- 9.3 Core subject leaders work with local primary schools in moderating teacher's judgements, as we believe there should be a common understanding of standards right through the education process.

## **10 Monitoring and Review**

- 10.1 The Headteacher is responsible for monitoring the implementation of this policy.
- 10.2 Staff and governors monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.
- 10.3 This policy will be reviewed every two years or earlier if necessary.