

Hevingham and Marsham Primary School Partnership

Assessment Policy

(see also Marking and Feedback Policy)

1 Introduction

1.1 At Hevingham and Marsham Primary School Partnership we believe that effective assessment is essential to quality teaching and learning. To do this in our schools, 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 Detailed analysis of assessment information plays a crucial role in school self- evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling governors to have a clear understanding of the performance of the school.

1.4 At Hevingham and Marsham Primary School Partnership, Assessment for Learning is based on the following principles:

- The whole school is involved
- Children's achievements – academic and personal, within and outside the school – are celebrated
- Statutory requirements are met
- Assessment is integral to teaching and learning
- Planned assessment against learning objectives in medium/short term planning
- Displays which celebrate achievement and progress
- Making the learning objective (LO) clear and sharing success criteria (SC)
- Peer/self-evaluation
- Pupil feedback – empowers children to take action towards improving their performance
- Effective questioning
- It informs teachers, parents and children about progress
- Children are encouraged to be involved in the processes of assessment, review and target setting

1.5 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 (see assessment timetable)

2 Aims

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 Head teacher 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 plan to guide our teaching. In this plan, we give 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 a range of documentation: the new National Curriculum, Letters and Sounds program, Nelson handwriting scheme, Talk4 Writing basic skills map, Math's Unit Blocks, Pitch and Expectation documents, two year rolling Theme program. In the Foundation Stage we use the Early Years Framework and Development Matters. We use the assessment guidelines in these schemes to help us to 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 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 as the lesson begins. They also indicate how children can meet the LO by achieving the success criteria, against which the work will be judged. Differentiation takes place through setting 'Challenges' for children. They are free to choose their own level of Challenge.

3.5 Teachers ask differentiated questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. They target questions through the 'no hands up' approach as promoted through Dylan Williams Assessment for Learning.

3.6 We make a note 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. We also keep this information as a record of the progress made by the class.

4 Target-setting

4.1 Every school is required by law to set targets in Mathematics and English each year for those pupils who are in Year 6. We in fact set targets in Mathematics and English

for all our children, during each academic year. We set expected and challenge targets for our children in Key Stage 2. We discuss individual targets with children, 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 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.

5.2 On our planning sheets, we record only those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.

5.3 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.

5.4 Our teachers record the progress of each child for Writing, Reading and Maths and SPAG against descriptions of what a child is expected to know and be able to do at appropriate times of the school year. At the end of each school year each child is assessed as either 'Emerging', 'Expected' or 'Exceeding' each relevant criterion contained in our expectation for that year in relation to the National Curriculum level of attainment. This is uploaded onto Pupil Asset –the schools tracking database. Progress in EYFS is measured against the 17 Areas of Learning. This 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.

5.5 Class teachers meet with Senior Leaders on a half termly basis for Pupil Progress Meetings. Individual children's attainment and progress are discussed. Any children who are failing to meet expected progress have access to small group intervention. These pupils are identified through further assessments where age related attainment and standardised scores are considered.

5.6 Class teachers keep APP portfolios for a sample of children in each class for Reading, Writing and Maths. This information is recorded on Pupil Asset or on a paper based format kept by class teachers.

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 also encourage parents to contact the school if they have concerns about any aspect of their child's work.

6.2 In September, we offer parents the opportunity to meet their child's teacher. At the

first meeting of the school year in the Autumn term parents are invited to a Learning Conversation; we review the targets that we have identified for their child. At the second meeting of the year (which we hold in the Spring term), we evaluate their child's progress as measured against the targets. We also send out an interim report

6.3 During the Summer term, we give all parents 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 in English and Mathematics and for PSHE.

6.4 We write individual comments on all subjects of the National Curriculum, and on Religious Education. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. When sending out the report we include a form for parental feedback. For those parents with concerns that are not answered in the report, we offer an opportunity to meet with their class teacher.

6.6 In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved in the National Curriculum tests.

6.7 We offer parents of pupils in Year R the opportunity to discuss their child's Learning Profile with the teacher.

6.8 At the start of a term, each of our teachers gives parents an update 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.

7 Feedback to pupils

We set targets based on APP for Reading and Writing and on the objectives in each Unit Block for Math's. Targets are recorded in individual books; they need to be achieved three times to be 'signed off', then they are highlighted on the APP grid and a new target is set. When the child achieves their target, it is recorded in their books with a capital T

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 (see Marking & Feedback policy), 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. When lesson time does not allow for verbal feedback, we may write a comment on the children's work during marking. 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 judgment. If we consider that the objective has not been met, we make it 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 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. This is marked as Pink and Green

(Green = really pleased with this bit; achieved SC and pink for an area for improvement). Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

7.5 We allow 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 teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time (which the children complete in green respond pen). 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.

7.6 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 reflect upon the work themselves afterwards.

8 Inclusion and assessment for learning

8.1 Our partnership schools aim to be inclusive schools. 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 judgments about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

8.3 Special Educational Needs. Further assessments will be completed during the year in order to identify children with SEND. Please refer to our Special Educational Needs policy.

9 Moderation of standards

9.1 All school improvement leaders study examples of children's work within their subject area. School Improvement Leaders use the national exemplification materials to make judgments 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. Class teachers display leveled pieces of annotated work in their classrooms so children know what is expected of them. By doing this, we ensure that we make consistent judgments about standards in the school. Monitoring on a termly basis will include: assessment moderation, book and planning scrutinies.

9.2 It is each School Improvement Leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

9.3 We attend cluster and LA moderation and standardisation meetings to check that our levelling is accurate and in line with other schools. As part of this, our School Improvement Leaders also obtain examples of work from our local High schools, as we believe there should be a common understanding of standards right through the education process.

9.4 The Head teacher analyses the data each half term to inform: school self- evaluation, Head teacher report to governors and SIDP

10 Transition and transfer

10.1 Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (Between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve. Transition meetings are held between class teachers at the end of each academic year and with the high school at the end of Year 6. When children move school, information is sent through the CTF (common transfer file). There is a separate system for Child Protection documents.

11 Monitoring and review

11.1 The Head teacher and School Improvement Leaders are responsible for monitoring the implementation of this policy. They inspect samples of children's work and observe the policy being implemented in the classroom.

11.2 This policy was approved by the Governing Body of Hevingham and Marsham Primary Schools Partnership in March 2015. It will be reviewed as required.

This policy is written in line with our Equalities policy.

Signed.....Chair

Dated.....