



Introduction

We believe that effective assessment provides information to improve teaching and learning, provides feedback to pupils and communicates their progress to parents. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

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).

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 age-related standards or expectations.

We give our pupils 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. Our assessment creates a positive learning environment where children can see the steps necessary for their own success.

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 involve all children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify children for intervention
- To provide 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.



Assessment for learning (formative assessment)

Formative Assessment is a powerful way of raising pupils' achievement. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. 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 the aim.

To achieve this we:

- Evaluate pupils' learning to identify those pupils with particular needs (including those with dyslexia and the more able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating learning objectives where appropriate
- Plan lessons which make clear the expected outcomes for each lesson.
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Use a range of Assessment for Learning (AFL) strategies

Assessment of learning (summative assessment)

Formal summative assessment is a systematic part of our school's work which is used in conjunction with formative assessment to track identified cohorts in the school. It is through the tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards. Assessment of learning is important to inform parents and teachers of a child's attainment and progress and also to give a picture to governors of school performance.

Our assessment cycle includes data from:

Statutory tests

- Early Years Foundation Stage Profile
- Year 1 Phonics Check
- Y2 and Y6 National Curriculum Tests and Teacher Assessments
- Y4 Multiplication Tables Check

KS1 & KS2: Autumn, Spring and Summer term assessments in maths, reading, writing, spelling and grammar.



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.

In the Autumn and Spring terms, we offer parents the opportunity to meet their child's teacher. During these meetings we also share information about what the children need to do to reach the next stage in their learning. During the summer term, we give all parents a written report of their child's progress and achievements during the year. We also provide an opportunity for parental feedback.

In reports for pupils in Year 2 and Year 6, we will also provide the results of the National Curriculum tests and teacher assessments. Parents are informed if their child is working towards the expected standard, working at the expected standard, or working at greater depth within the expected standard for their year group.

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.

Moderation of Standards

SLT and subject leaders study examples of children's work within their subject area. All our teachers discuss these, 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.

To ensure a consistent approach in assessment throughout the school, moderation also takes place for the core subjects in phase groups, across phase groups and with local schools. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made. We:

- Meet regularly in phases meetings, staff meetings or PPA time to moderate assessments
- Moderate work through planning and book scrutiny, feed findings back to members of staff
- Collate evidence to back up teacher assessments
- Participate in moderation schemes in the Local Authority and with local schools

Reviewed: Autumn 2019

Approved by: Curriculum Committee

Next Review Due: Autumn 2021

Monitored by: Headteacher