



Assessment for Learning Policy

Reviewed Sept 2017

Rationale

We recognise the potential for assessment in developing a positive self image in the child from positive and constructive feedback and the feeling of success which encourages further learning. Formative assessment helps pupils to reflect on their own learning.

Aims

At Cedar Lodge School, through the use of formal assessments, we aim to;

- Direct teacher judgements that are as valid and reliable as possible, consistent both within school and with NC standards.
- Give teachers confidence in their professional judgement.
- Make formal assessments accessible and fair to all children.
- Use accurate data to inform IEPs and therefore aid teacher planning to address each pupil's individual need.
- Use accurate data to inform decisions on curriculum.

Formal assessments are made up from a combination of methods: -

- Formative- to help children to progress.
- Diagnostic- to identify specific strengths and weaknesses.
- Summative- to summarise children's abilities, attainment and progress.
- Evaluative- to help the planning for future need.

Our Assessment records:

- Are based on an agreed set of principles and purposes.
- Assess pupil progress against the curriculum for each key stage.
- Must be easy to interpret, useful, manageable and not administratively burdensome.
- Assessment records provide confidence between teachers through the moderation process and this common understanding enhances progression for pupils.

Opportunities are taken to record significant points in a child's development, such as: -

- A moment of breakthrough in understanding
- Surprise and unusual reactions
- Interesting examples of strategies for mental calculation
- Difficulties encountered and possible reasons for them
- Specified assessments at strategic times during the academic Year, Key Stage (baselining, Key Stage Assessment).

Marking

Teachers and Classroom Assistants use a common policy for marking work which is fully understood by all staff.

Results of any assessments are reported to the Key Stage Leader at designated times throughout the year. Assessment data is transferred at the earliest opportunity to pupil progress file kept by each class teacher.

A paper copy is kept in the office filing cabinet. Over time this gradually builds up into a profile for each child over the Primary and Post Primary phase. Recognition is given by the Head Teacher and Governors for the time and resource implications of good assessment and due allowance for this is in the construction of the teachers' working day.

Examples of Assessment that may be used;

- Observation
- Interaction (listening)
- Questioning

- Analysing frequency of errors
- Testing using diagnostic materials
- Collecting evidence from books-work sampling
- Pupil tracking
- Problem solving activities
- Analysis of written work
- Children's presentations

Assessment Data

- On entering school children are assessed to establish a baseline so that the teacher can effectively plan learning at the appropriate pitch.
- Assessments are carried out through the year with a formal assessment/teacher judgement being made in reading, writing, mathematics in September and June.
- Tracking of pupil's progress against end of year expectations/targets. Should be completed.
- Performance Data will feed into School Development Plan

Homework

Homework if and when set is assessed in terms of completion, quality, success and error and the aspects causing concern are addressed as a result of this marking.

Planning as a result of Assessment

Teacher's planning may be informed by assessments carried out and they are important for

- Identification of intervention groups.
- Identification of a pupil's strengths and areas for concern therefore informing possible strategies for individual learners.
- Succinct, summative, hand over records.
- Discussion with receiving teachers at the point of transition.
- School assessment and tracking systems that indicate the progress made term on term and year to year and times when there has been rapid improvement and other times when a plateau of learning has occurred.

Schemes of work provide assessment opportunities and ideas for assessment based on the age of the children, the subject area, the module of work, time of year plus consideration is given to their ability level.

Assessments all feed into the SDP and aid the monitoring and evaluation process and the development of actions for future improvement particularly Continuous Professional Development.

Learning and Teaching

Teachers and support staff require a good understanding of Assessment and must use it as a tool to assist and inform future planning. There is a direct reference to the school's marking policy that reflects the role of assessment through marking and the necessary actions that are taken as a result.

Children are actively encouraged to be involved in self-assessment one element of this is marking their own work and, when directed, the

marking of their peers.

Equal Access and Outcome

All children require their learning to be assessed and there needs to be opportunity for them to contribute to their own assessment by making judgements about their own performance and what targets they set for personal improvement.

Recording and Reporting

Reporting is the process of informing all stakeholders, including Parents, Head Teacher, Governors, the child and the child's next teacher.

Records of children's attainment and achievement are used when preparing their IEP and annual report for parents and for parent consultation.

Recording of assessment can take many forms but it is essential to ensure that curriculum planning details actions needed to address the findings.

Records also develop into a comprehensive picture of the child and their learning needs and this information is then shared with the child, the child's parents and colleagues. It is not possible or sensible to attempt to record all the information collected and there are a number of methods currently employed.

Parents and carers have opportunity to meet with the class teacher at least two times each year in formally held parent consultations. Parents also know that the teachers are available through appointment should they wish to discuss their child in between formal parent consultations.

Roles and Responsibilities

The Senior Leadership Team

- Works closely with the Principal to develop systems and processes that are designed to integrate assessment recording and reporting with curriculum planning.
- Summarised formal reporting is presented by the core curriculum leaders.
- Briefs the Principal and staff prior to formal meetings with parents, governors or inspectors – as appropriate.
- Provides opportunities for staff to share assessment information with colleagues.
- Develops a reasonable timetable of assessment requirements and monitors teacher's contributions and the results of their intervention strategies.
- Evaluates the whole school effectiveness of assessment, planning, teaching and learning and subsequent improvement.
- Organises, reviews, orders and evaluates resources (assessment).
- Takes a proactive role in curriculum leadership and assessment through keeping up to date with current research and findings.
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information.
- Update the assessment portfolio.

The Class Teacher

- Prepares initial assessment activities and evaluate the results.
- Follows schemes of work but prepares plans that indicate attention has been given to assessment findings.

- Assesses the work and progress of all children in the class throughout the curriculum through formal and informal methods.
- Consults colleagues for extra information, guidance, moderated judgements and assessment opportunities.
- Provides information for informal and formal discussion with parents on the child's progress.
- Tells the children what they are going to learn as well as how to do the task i.e. makes the learning objective explicit. Clearly discusses the success criteria with pupils. Gives clear indications of how improvement can be made and provide time for them to make these improvements.
- Helps children understand that errors are acceptable and are the starting points for learning and that learned work should not have repeated errors.
- Encourages children to check work themselves and for each other.
- Prepares activities designed to support specific skills to be taught through interventions and focused IEP target work.
- Marks the work using the school's Marking Scheme
- Evaluates work taught and identifies progress made and the next steps needed.

Differentiation

Teacher expectation has a profound effect on pupil attainment. Assessment and differentiation are two key elements that help the teacher to know about the pupil's progress and potential and to set expectations which are achievable and challenging. Accurate assessment of children's current strengths may stretch over several NC levels and in order for abler children to be challenged and less able children to be supported, differentiation is essential.

Continued Professional Development

The principals of Assessment for Learning are being adopted and modified to ensure they are appropriate for this school. The Effective Management of Pupil Progress Data Careful and rigorous analysis of all assessment data is an essential ingredient in raising standards.