

Huntspill Community Federation



ASSESSMENT POLICY

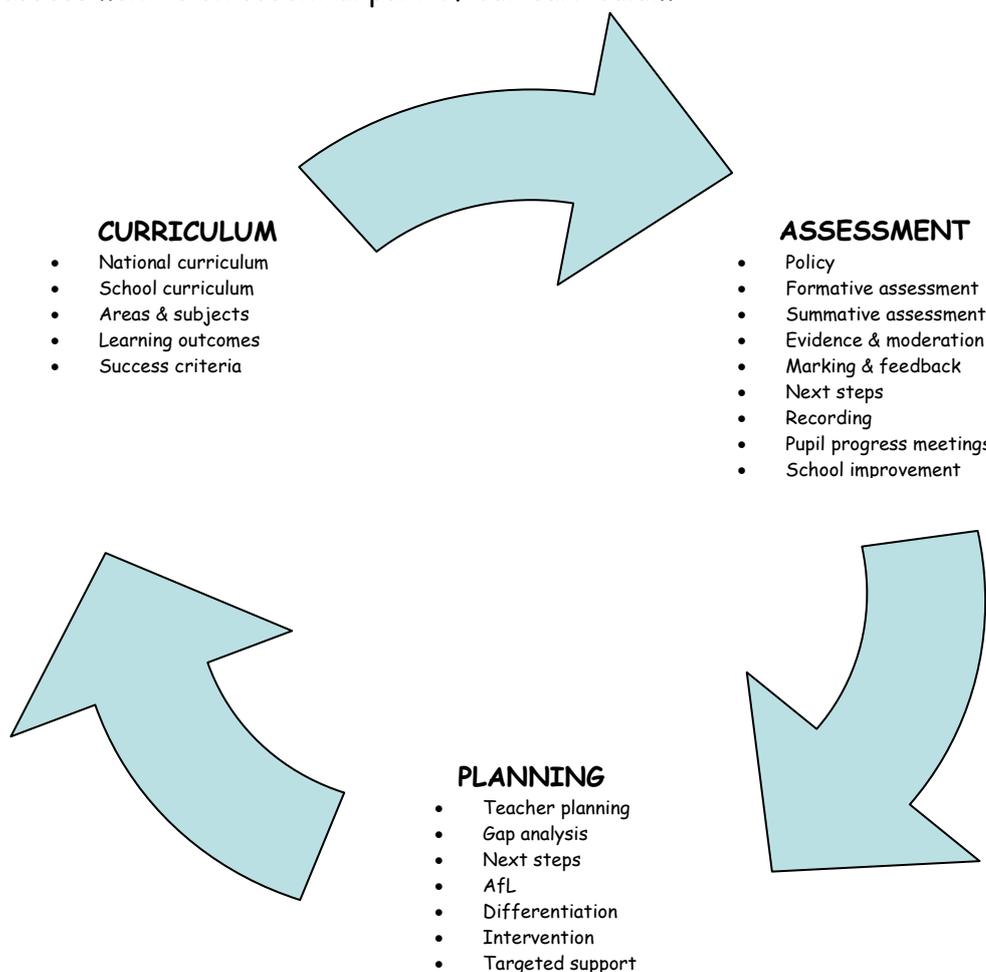


Lead Person: Derek Nevell
Committee: Teaching & Learning
Policy Date: Autumn Term 2017

Introduction

We believe that effective assessment provides information to improve teaching & learning. The changes to the curriculum not only take the requirement away from school's to present & justify half termly linear progress, it actively discourages it. The new curriculum focuses on depth & breadth & therefore it is essential that pupils are assessed against the curriculum. Teachers will demonstrate evidence of what a pupil knows, how well they know it & what they need to know in order to achieve the curriculum. We will consider how curriculum gaps are communicated with pupils so they know how well they are achieving & what their next steps are.

Therefore assessment is an essential part of our curriculum:



We undertake two different but complementary types of assessment: assessment for learning & assessment of learning:

- i. **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, & how they can achieve this aim (i.e. to close the gap in their knowledge).

'Formative assessment is intended to identify learning needs & provide information for teachers & pupils about where pupils are going, how close to it they are & what they need to do to get there' Assessment Commission, Sept 2015

- ii. **Assessment of learning** (summative assessment) involves judging pupils' performance against national expectations. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Statutory Test results, too, describe pupil performance, in terms of a national expectation.

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, & that it empowers pupils to take action towards improving their performance

OBJECTIVES

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand & can do in their work;
- to help our children recognise the standards to aim for, & 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 headteacher & governors with information that allows them to make judgements about the effectiveness of the school;
- to provide clear information about each pupil's strengths, weaknesses & progress towards the end of key stage expectations for when they move to another school.'

PLANNING FOR ASSESSMENT

We use our school's curriculum plan to guide our teaching. In this plan, we set out the aims, objectives & values of our school, & 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. To support our teaching, we use the National Curriculum.

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 planning makes clear the expected outcomes for each lesson.

Teachers always 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, & the criteria against which the work will be judged.

Teachers ask well phrased questions & analyse pupils' responses to find out what they know, understand & can do, & to reveal their misconceptions. They scrutinise pupils' work, talk to pupils about their work, gauging both their understanding & their engagement in learning.

We make a note of those individual children who do not achieve at the expected level for the lesson, & 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.

RECORDING

We recognise various methods of assessing a child's learning. 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, & we use our annotated lesson plans as a record of progress measured against learning objectives. We formally record assessments in all National Curriculum strands in mathematics & literacy on SIMS termly.

"Measuring pupils' progress over a short period is unlikely to be helpful or reliable and it should, therefore, not be necessary to conduct and record in-school summative assessment for monitoring progress more than once a term." Assessment Commission, Sept 15

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 National Curriculum expectation for that year group. 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.

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.

Each term, we offer parents the opportunity to meet their child's teacher. At the end of the autumn & spring terms we provide parents with a summary report. During the summer term, we give all parents a written report of their child's progress & achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, & on religious education. In this written report, we reserve a space for children to give their own evaluation of their performance during the year.

In reports for pupils in Year 2 & Year 6, we also provide details of achievement in the National Curriculum tests/tasks.

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

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.

FEEDBACK TO PUPILS

We believe that feedback to pupils is very important, as it tells them how well they have done, & 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, & 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 & 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, & we produce evidence to support our judgement. 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.

Teachers give pupils feedback which confirms they are on the right track, & 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 written on their work, to answer any questions written on it by the teacher, & also to ask any questions of their own. There may also be improvements they can work on during this time. 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.

INCLUSION & ASSESSMENT FOR LEARNING

Our schools aim to be inclusive schools. We actively seek to remove the barriers to learning & 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, & through asking ourselves questions about the performance of these individuals & groups of pupils. In this way, we make judgements about how successful we are being at promoting racial & gender equality, & including pupils with disabilities or special educational needs.

MODERATION OF STANDARDS

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.

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.

MONITORING & REVIEW

The Teaching & Learning Committee along with subject leaders are responsible for monitoring the implementation of this policy.

November 2017