



Assessment Policy

1 Introduction

In the Church Valley Schools Federation we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that the entire school community and, in particular, all our pupils

- make good progress and achieve;
- are able to learn effectively, without interference and disruption;
- are treated respectfully;
- receive additional help according to their needs;
- have access to a broad, balanced and relevant curriculum;
- feel safe, secure and happy within the school setting.

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback about their learning so that they understand what it is that they need to do better or differently. This allows us to base our planning on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all of our children.

2 Aims and objectives

There are two main purposes of assessment, these being assessment of learning (also known as summative assessment) and assessment for learning (also known as formative assessment).

2.1 The aims and objectives of assessment in our school are:

- to enable our children to celebrate what they know, understand and can do;
- to help our children understand what they need to do next, to improve their work and their performance;
- 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 plan a thematic, cross-curricular approach which is, nonetheless, based on the National Curriculum.
- 3.2 We use the Renewed Primary Framework as the basis for our teaching in English & Literacy and Mathematics & Numeracy. For all other subjects we use National Curriculum skills as a basis for our thematic, topic-based curriculum. Planning is annotated weekly to identify next learning steps.
- 3.3 Planning is 'objective driven'. In Literacy and Numeracy, the objectives are detailed clearly on each weekly plan. We strive to ensure that all tasks set are appropriate to each child's level of ability. For Science, Information and Communication Technology, Religious Education, History/Geography, Art & Design/Design & Technology, Music, Physical Education and Personal, Health & Social Education, our weekly planning makes clear the learning intentions for each lesson. Sometimes, we make a note of those individual children who do not achieve or who exceed the expected level for the lesson on the plans, in the evaluation column, so that we can use this information to plan the next lesson or series of lessons.

4 Target setting

- 4.1
- EYFS Profile is used as guidance to help predict end of KS1 teacher assessments
 - Predictions are reviewed for each year group annually.
 - In Y1 targets are set in Maths and English for end of KS1.
 - Y2 teacher assessments are used as guidance to help predict end of KS2 SATs results.
 - In Years 3, 4, & 5 the QCA Optional assessments help to inform predictions for subsequent years; however as a school we place the greatest emphasis on teacher assessment.
 - In Year 5, targets for end of KS2 are set using all types of previous assessments.

Targets are set for a variety of purposes including the development of academic, social and emotional skills. These can range from longer term targets to individual lesson targets, weekly group targets, SEN targets, etc.

- 4.2 As a result of the school's analysis of the annual data package, focus targets are set relevant to either the whole school, or to specific Key Stages. For Maths and English, we select an area of focus, a more specific year group target and then individual targets for our pupils. We encourage the children to set targets that are linked to their individual working habits. The children may record these targets and the teacher and child review them on a regular basis. The children are also encouraged to assess their own progress and do this at the end of lessons: they are also encouraged to contribute towards future planning, thus enabling them to have some degree of ownership of their learning.
- 4.3 Children with Special Educational Needs are given individual targets which are shared with parents and reviewed three times a year. Targets are relevant to the children and appropriate to their abilities.
- 4.4 We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. This is known as 'peer learning'.

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.
- 5.2 We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to meet the learning objectives, 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 the learning objectives.
- 5.3 We take the objectives for individual lessons from the learning objectives within the Renewed Framework directly from the National Curriculum. Our teachers assess the progress of each child against these broad objectives, which enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child and pass this information on to the next teacher at the end of each year, in the form of both a verbal and a written annual report.

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 encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2 Three times per year, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we review the child's progress as well as targets we have identified. At the second meeting of the year (in the spring term) we evaluate their child's general progress, as well as progress measured against his/her targets. During the summer term, parents are offered a third meeting in which we review their child's written 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 areas for development in the core subjects for the next school year. We also include a space for parental feedback and very much encourage parents to give us their comments, as we consider this to be an important part of the report.
- 6.4 For pupils in Year 2 and Year 6, we also provide details of the levels achieved in their end of Key Stage Teacher Assessments and/or SATs, along with their written report.
- 6.5 We offer parents of pupils in Reception the opportunity to discuss the results of their progression using the Foundation Stage Profile with their child's teacher.

7 Feedback to pupils

- 7.1 As a school, we strive for pupils to be involved in the assessment process – see Marking and Feedback Policy.

8 Consistency

8.1 Teachers aim to have moderation meetings twice yearly so that we can 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.

9 Monitoring and review

9.1 The Assessment Co-ordinator is responsible for monitoring the implementation of this policy, for inspecting samples of the children's work and for ensuring that the policy is implemented in the classroom.

Signed:

Signed:

Headteacher

Chair of Governors

_____ (date)

_____ (date)