



*St. Saviour's Church, Coalpit Heath.*

## **The Manor C of E Primary School**

### **Policy: Assessment**

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**Approved:** \_\_\_\_\_ Headteacher

\_\_\_\_\_ Chair of Governors

## 1 Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress – three parents evening consultations plus, an annual report and other formal and informal meetings as and when required - so that teachers, children and parents are all working together to raise standards for all our children.

## 2 Aims and objectives

The aims and objectives of assessment in our school are:

- 2.1 to enable our children to demonstrate what they know, understand and can do in their work;
- 2.2 to help our children understand what they need to do next to improve their work;
- 2.3 to allow teachers to plan work that accurately reflects the needs of each child;
- 2.4 to provide regular information for parents that enables them to support their child's learning;
- 2.5 to provide the Headteacher 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 where we give details of what is to be taught to each year group. **See Appendix 1.** In our school curriculum plans we also identify opportunities for assessment within each broad unit of work.

We use the National Literacy Strategy, National Numeracy Strategy and some of the national schemes of work produced by QCA to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.

In Year R we use the Foundation Stage curriculum guidance to plan a broad and balanced curriculum which allows children to learn through play. We use the Foundation Stage profile to help us identify each child's progress and level of attainment.

3.4 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 level of ability. Our medium term plans make clear the expected outcomes for each unit.

3.5 We have a timetable of assessment activities that take place during the school year – **See Appendix 2.** Teachers also keep a class assessment folder - **see Appendix 3** for the contents list of this folder.

## 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 set targets in mathematics and English for all our children during each academic year. We discuss individual targets where necessary and

communicate these to parents. We review the progress of each child during the school year and set revised targets.

**4.2** We also set targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits. We share targets with parents during parent/teacher consultation evenings.

**4.3** 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. We encourage the children to involve their parents in this process.

**4.4** See section 5 for how many of these targets are identified.

## **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 think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

**5.2** We plan our lessons with clear learning objectives. On our foundation assessment sheets we record only those pupils who fail to meet the 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 unit. 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 level of attainment. 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. Where the majority of the class makes the planned progress, of course, there is no need to record this. **See Appendix 4** for an example of an assessment sheet linked to the Foundation Subjects.

**5.3** In Yr R we continually make observations of the children and this is recorded on daily lesson plans. We use these observations to inform our planning, to feed individual Foundation Stage profiles and to make judgements about each child's progress and attainment. Observations made can be made by the teacher, teaching assistant, students or parents.

**5.4** We have devised a child speak record of the progress that children make in ICT. **See Appendix 5** for an example of this.

Children are tracked on a number of fronts. Their NFER tests in maths (October), Spelling (November) and Reading (February) are recorded and tracked through the years so that progress can be monitored and appropriate action taken. This process is also done for the children's SATS results right through from KS1 in Year 2, through their "optional" SATS and onto the end of Key Stage 2 tests. Again appropriate action is taken where needed as the results are all analysed via a spreadsheet. Graphs are produced from the data and trends, gender, strengths and weaknesses etc. are noted and class and individual targets are set. Value added is also calculated to check that children are making the appropriate progress. Progress of SEN and G&T children are noted and these assessments help identify what actions need to be taken. Files of all this data are available.

In Yr R we fill out individual Foundation Stage profiles in October to provide us with a bench mark. Profiles are then updated at the end of terms 2 and 4 and are competed in June.

Value added is calculated each time to check that children are making appropriate progress. SEN and G&T children are noted and appropriate action taken.

## **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** Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year (October) we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of term 4) we evaluate their child's progress as measured against the targets. At the third meeting of the year parents are offered the opportunity to discuss the written report, if they wish, on a 'pop in' basis.

**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. We write individual comments on all subjects of the National Curriculum and on religious education. We also include a space for parental feedback. **See Appendix 6** for an example of a report.

**6.4** In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests. Reports for the children in Years 3 to 5 also state if a child is working above, within or below national expectations for their age in maths, English and science.

**6.5** We offer parents of pupils in Year R the opportunity to discuss their child's progress at the end of the Foundation Stage. We write individual comments on the six areas of learning in the end of year report.

**6.6** Each of our teachers gives parents a termly update – a class Newsletter; **see Appendix 7** - 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 term.

## **7 Feedback to pupils**

**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, as this ensures that we all mark in the same way.

**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 write comments 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. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we

make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

**7.4** We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils (Yr 5 and Yr6) to be the first markers of some pieces of work.

**7.5** We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

## **8 Consistency**

**8.1** 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. Portfolios for literacy and numeracy are being developed.

**8.2** 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.

## **9 Monitoring and review**

**9.1** Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.