

OVERVIEW

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. This policy outlines the purpose, nature and management of assessment, recording and reporting in our school. Its implementation is a whole school responsibility.

ENTITLEMENT and STATUTORY REQUIREMENTS

Reception: All children are initially assessed using PIPs and then regularly assessed using the Foundation Stage Learning Profile.

Years 1: Teacher assessment identifies the levels achieved by each child in Literacy, Numeracy and Science.

Year 2: Standardised tasks administered in accordance with national guidance are used to confirm the teacher's assessment of each child's attainment in Literacy, Numeracy and Science.

Years 3, 4 and 5: Teacher assessment identifies the levels achieved by each child in Literacy, Numeracy and Science.

End of KS2: Teacher Assessment is confirmed through Standardised Tests administered in accordance with national guidance.

INCLUSION

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified assessment, recording and reporting procedure.

AIMS

Our whole school assessment systems are used effectively to ensure that:

Every child receives the personalized support they need to be motivated independent learners on an ambitious trajectory of improvement.

Every teacher ensures that every child:

Knows:

- What they have to learn and what success looks like: Learning objectives, criteria for success, curricular, group and personal targets.
- How they are doing, what they need to do to improve and how to get there.
- That they have a responsibility for their own learning and to support the learning of other children.
- That they have a responsibility to engage in peer and self assessment in an age appropriate manner

Benefits from forward planning with respect to:

- Designing opportunities for learning
- Setting targets which build on prior learning, particularly for pupils not fulfilling their potential
- Planning interventions to support children's needs.
- Classroom organization
- Setting and sharing of learning objectives
- Effective questioning and dialogue which develop their thinking skills and to learn from each other.
- Effective discussions, questions and tasks that elicit evidence of learning and enable teachers to make rigorous and accurate judgements about pupils' attainment.
- Specific and positive oral and written feedback which moves learners forward
- Tracks the improvement and progress of children towards their targets

Parents and Carers:

Know how their child is doing, what they need to do to improve, and how they can support their child and their teachers.

STRATEGIES

In order to achieve our aims our school:

- Implements a cycle of analysis, action, monitoring, evaluation and review which ensures that Assessment for Learning is:
 - A key professional skill, central to classroom practice, which is supported through continuing professional development
 - A driver for effective planning which focuses on how children learn
- Uses day to day formative assessment for learning to provide a wide range of evidence of learning in specific contexts which:
 - Promotes our children's understanding of their learning goals and success criteria
 - Helps our children to know how to improve, involves them in their learning and supports their progress
 - Develops the capacity of our children for self-and peer assessment
 - Fosters motivation
 - Recognises all educational achievement
 - Is sensitive and constructive
- Implements periodic summative assessments which provide a clear profile of our children's achievements across a whole subject and inform and shapes future planning and targets for improvement.
- Facilitates diagnostic assessment: where regular short term assessment indicates a significant difference in an individual's performance when referenced against peer or age standardised criteria.

Recording

Assessment for Learning: Regular feedback to children, recorded in individual workbooks, celebrates targets achieved and identifies what children now need to do next to further improve their work. Teachers maintain their own Assessment for Learning records.

Summative Assessment: Termly summative assessments for literacy and numeracy are made using the Reading, Writing and Maths APPs. These assessments are entered onto the whole school Target Setting and Tracking system.

End of topic summative assessments for science and the foundation subjects are made against the appropriate QCA learning objectives on whole school pro forma. Copies are given to the relevant subject co-ordinators to enable them to monitor and evaluate attainment in individual subjects.

Diagnostic Assessments: Are recorded on whole school pro forma and are passed on to the next teacher. Copies may be circulated to relevant learning support staff.

SEN Records: Are updated regularly and shared with children, parents and relevant staff.

Guided Read Records: These are completed half termly for each group and the final record is passed to the next year teacher.

Reading Records: These are kept for each child and completed on a regular basis. They are passed onto the next year teacher.

Additional Information Sheets: Are completed for individuals/groups as appropriate and passed on to the next year teacher.

Records of Achievement Folders: Are updated at the end of each term and passed on to the next teacher.

Medical Registers: These year group registers record those children with physical/medical problems. They are reviewed annually and passed on to the next teacher.

All of the above contribute to the class assessment file(s).

Transfer of Assessment Documents

On the Monday of the last full week of the Summer term class assessment files are handed over to the next year teacher. Y6 records are passed on to the receiving secondary school within the statutory 15 school days.

Reporting: Apart from teacher's informal records, all school files and records are open documents, to which parents have access on request.

Reports: Written reports, which fulfil the legal requirements prescribed by the Education Reform Act, are sent home two weeks before the end of the school year. These are positive and affirmative and give a clear picture of attainment in each subject together with guidance or targets to encourage children in their future efforts. Y6 Reports include the results of statutory assessment and relevant comparative information. Reports are handed to the Headteacher for approval and signature at least one week before the date on which they are to be distributed to parents. Copies of end-of-year reports are stored in a secure electronic format.

Parents Evenings: Parents Evenings are held each term.

Autumn term Meeting: Meet the Teacher meetings provide parents with an overview of the curriculum, expectations and targets within their child's new year group.

Spring term Meeting: Provides an opportunity for teachers to inform parents about their children's progress towards the attainment of these targets.

Summer term Meeting: Which is held the week following the distribution of end of-year reports, provides parents with an opportunity to discuss both their children's progress over the year and their end of year written reports.

OUTCOMES

- All teachers make regular accurate judgements of pupils' attainment and use these to forward plan to ensure all pupils make good or better progress.
- Every learner knows how they are doing, understand what they need to do to improve and know how to get there.
- All parents know the progress and attainment of their child(ren) in comparison with national norms.

MONITORING, EVALUATION AND REVIEW

The school implements an annual programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of planning, assessment and work books
- Lesson Observations
- Conversations with children

Date adopted

Oct 2001

Review Cycle

Annually

Last Reviewed

Sum 12

Version

Sept 12