

Assessment Policy

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, in order 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 so that teachers, children and parents are all working together to raise standards for all our children.

There are three formal occasions during the academic year when parents can discuss their children's progress: we set aside two after – school sessions during the Autumn term, to discuss ways forward for all pupils, after - school sessions for parents during the Spring term, after-school sessions at the end of the Summer term.

Parents of pupils with Special Educational Needs meet with our SENCO and class teachers at regular intervals on separate occasions, in addition to those stated above.

We have an 'open – door' policy here at Tatham Fells and parents are always encouraged to make appointments to discuss concerns or just to ascertain progress at other times too.

2 Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children 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 and governors with information that allows them to make judgements about the effectiveness of the school and to inform the formal target-setting process.

We acknowledge that the characteristics of assessment that promote learning are:

- sharing learning goals with pupils;
- helping pupils to know and to recognise the standards they are aiming for;
- involving pupils in self-assessment;
- providing feedback which leads to pupils recognising their next steps and how to take them;
- underpinning by confidence that every pupil can improve;
- involving both teachers and pupils in the reviewing and reflecting on assessment data.

Sharing learning intentions

- The learning intention is stated before the activity and written in 'child-speak' as are the success criteria. Fluent writers may write the learning intention as the title.

3 Planning for assessment

We use our curriculum policy and teaching and learning policy to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught.

4 Target setting

All pupils have the target to achieve Year Group expectations by the end of Year 6. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at the end of each term and set revised targets.

We also set targets for other areas of work in school. We encourage the children to set targets that are linked to aspects of their individual work e.g. remembering capital letters and full-stops; forming letters and numbers correctly; beginning a new line with a different speaker.

In our Foundation Stage, pupils next steps are clearly identified through our tracking wall. Targets are shared with the children on an informal basis. For example: social skills or early writing stages.

A format for pupil tracking has been developed and is used on a termly basis to evaluate pupil progress and plan for next steps.

As a staff, we review our Assessment policy on a regular basis.

5 Recording

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. Please see Appendix A for Assessment Overview for each Key Stage.

6 Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. First and foremost, 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 first meeting of the school year 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 the spring term) we evaluate their child's progress as measured against the targets. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year (see next paragraph).

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.

In reports for pupils in EYFS, Year 1 (Phonics) Year 2 and Year 6 we also provide details of the levels achieved in the national tests.

We offer parents of pupils in Year R the opportunity to discuss the results of the Baseline Assessment with their child's teacher.

Each of our teachers gives parents a half – termly/termly 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 term.

7 Key features of effective feedback to pupils

We believe that effective feedback to pupils consists of information about the learning intention of the task, pointing out success and improvement needs against the learning intention.

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 encourage older pupils to be the first markers of some of their pieces of work.

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

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.

Tatham Fells CE (VC) Primary School

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Signed (Headteacher):

Signed (Governing Body representative):

Date: September 2016

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