



Stoke Prior First School

Assessment Policy

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Policy on Assessment

1 Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

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

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of attainment and progress against age related expectations.

We give our children regular feedback on their learning so that they understand what it is that they need to do better, in line with the Marking and Feedback Policy. We use our 'next steps' comment at the end of work to guide the children as to what they need to do in order to make progress. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

The 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 recognise the standards to aim for, and 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 and carers 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.

3 Planning for assessment

We use our school's curriculum plan 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 to each year group. Throughout each unit of work, we identify opportunities for assessment using a range of tasks.

We plan our lessons with clear learning objectives (WALT). We base these upon the teacher's detailed knowledge of the class. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes (WILF) for each lesson.

Teachers share the lesson's learning objective with the children as the lesson begins (WALT).

Teachers use a variety of questioning prompts to ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

Results of a range of standardised tests are used to contribute to overall teacher assessments.

4 Target-setting

We set targets in Mathematics, Reading and Writing for all our children, during each academic year. We discuss individual targets with the Headteacher at Pupil Progress Meetings and communicate these to parents and carers in the Autumn Term at Parents Evening. We review the progress of each child in January and March and review targets with parents at a Parents Evening in the spring. We also include new targets in the July end of year reports provided to parents.

5 Recording

Progress is recorded in Reading, Writing and Maths by dating of the 'I can' statements for each year group. Summative assessment taken from the 'I can statements' is recorded with the school's MIS system at three points in the year.

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, and we use our notes as a record of progress measured against learning objectives.

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. We record the progress of each child against these broad objectives. This enables us to make a judgement about the work of each child in relation to the National Curriculum. These ongoing assessment trackers and 'I cans' are used throughout the year as skills are taught all year. This allows us to monitor the progress of each child. Teachers pass this information on to the next teacher at the end of each year.

6 Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

At the beginning of the academic year, we offer parents and carers the opportunity to meet their child's teacher at the 'Meet the teacher' session after school.

Our first Parents Evening in the autumn term is where we share the targets that we have identified for their child. We also share with the parents where we think the children are at that time (Autumn Term levels - November) and written targets that are going to help their children to achieve their expected levels by the end of the year.

At the second meeting of the year (which we hold in the spring term), we evaluate their child's progress as measured against the targets. Within the written report, end of year levels for Reading, Writing and Maths are reported and written targets for Reading, Writing and Maths are given.

During the summer term, we give all parents and carers a written report of their child's progress and general comments and achievements during the year. In this report, we also identify target areas for the next school year for Reading, Writing and Maths. We report attainment on all subjects of the National Curriculum, and on religious education against 'age related' expectations. We also include a space for parental feedback on a reply slip at the end.

7 Feedback to pupils

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 policy and code for marking, as this ensures that we all mark in the same way, and the children 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 we give written feedback to a child, we follow our marking policy.

Teachers give pupils feedback which confirms they are on the right track, and 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.

Our view is that children assessing their own or each other's work can be a very effective method of assessment, because it enables them to clarify their ideas on progressing to the next step.

We allow time at the beginning of some lessons for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and 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, and through asking ourselves questions about the performance of these individuals and groups of pupils.

9. Assessing pupils with SEND

Assessment provides pupils with SEND with the support they need to reach their full potential and allows teachers to develop a long-term learning pathway for every pupil. Assessment is used to identify pupils' SEND requirements and determine their ongoing support needs as early as possible.

Assessment methods are adapted for some pupils with SEND. Adaptations include:

- Adapting the use of questioning to allow sufficient response time.
- Using visual stimuli.
- Using alternative means of communication.
- Adapted tests, such as the use of braille, large print, readers and scribes, and extended time.

High expectations are held for pupils with SEND and SMART targets are set within their IEPs.

When teachers assess pupils with SEND against the expected standards, they assess each pupil against what the pupil can achieve with reasonable adjustments in place.

Teachers aim to ensure that all pupils can demonstrate attainment of learning goals with reasonable adjustments in place, but assessment standards are never compromised.

During termly pupil progress meetings, teachers meet with the SENCO to analyse pupils' needs and plan support. Analysis is based on formative/summative assessments, the views of parents, the views of the pupil, and information from external professionals.

10 Monitoring of standards

All subject leaders study examples of children's work within their subject area as part of their subject monitoring. Subject leaders use the national exemplification materials, where available 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. In addition, the school participates fully in statutory moderation as well as with other local schools and as part of the town school's partnership.

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Monitoring and review

The Senior Leadership Team is responsible for monitoring the implementation of this policy.

Senior staff monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible. This is also highlighted in Pupil Progress Meetings.

This policy will be reviewed every three years, or earlier if necessary.

PERSON(S) RESPONSIBLE:	L Satchwell
DATE POLICY AGREED:	November 2023
TO BE REVIEWED BY:	November 2026
DISTRIBUTION:	Staff / Governors / Website (delete as required)