



WHOLE SCHOOL ASSESSMENT POLICY

Date of most recent review: January 2022
Date of next review: January 2025
Member of staff responsible: Taryn Hancock

This policy has been considered in line with our vision – ‘Caring, Believing, Achieving’.

Assessment, Recording and Reporting

Purpose

The purpose of assessment is to assist the learning of pupils. We believe that assessment should reflect past performance and inform future learning.

Assessment for the pupil is to:

- (a) monitor progress and influence the next stages of learning
- (b) show strengths and achievements and provide motivation through success
- (c) determine levels of developmental skills and concepts
- (d) assess the acquisition of knowledge
- (e) be an integral part of the teaching and continuous learning process which is related to individual needs.

Assessment for the teacher is to:

- (a) evaluate the effectiveness of the teaching programme
- (b) assist in the evaluation of materials and methods
- (c) assist in maintaining the appropriateness and effectiveness of the curriculum
- (d) know pupils as individuals
- (e) raise expectations
- (f) detect and diagnose learning difficulties and devise My Plans where necessary.

Statutory Formal Assessment

- 1) Reception children are assessed on entry using the Reception Baseline Assessment
- 2) Reception children are assessed throughout the year against the Early Learning Goals (ELGs)
- 3) Year 1 children are assessed with the Phonics Screening check
- 4) Year 4 complete the Multiplication Check online and results are accessed online
- 5) Year 2 pupils complete the statutory Key Stage 1 SATs which are marked by the teacher and moderated by the Local Authority (LA)
- 6) Year 6 pupils complete Key Stage 2 SATs which are marked by an external examiner. Year 6 writing is marked by the class teacher and moderated by the LA.

Non-statutory and School-based Assessment

- 1) English reading is assessed through phonics tracking and Reading Benchmarking. English writing is assessed when a writing task is completed independently. Each task has a specific genre focus. Three pieces of independent work are formally assessed by the class teacher. Year 1 upwards complete weekly spelling tests.
- 2) Maths is assessed at the end of each unit of work. Year 4 completes a weekly TTRS multiplication check.
- 3) Foundation subject (e.g. history, geography) assessment is on-going in each lesson, where misconceptions are corrected and knowledge is revisited. An end of unit piece of work serves as the assessment of the pupils' knowledge and skills and is dependent on the subject (see individual subject policies).
- 4) SEN pupils are assessed against age related expectations (ARE) as well as the progress made against the targets set in the My Plans. The SENco will also arrange any necessary external assessment with an Educational Psychologist or Advisory Teacher.
- 5) External tests: The school uses NFER reading, SPAG and maths tests in term 2, 4 and 6 to further inform their teacher assessment.

Ongoing Informal assessment

Teachers constantly respond to feedback in the classroom from what a child says, does or writes, and from comments from Teaching Assistant/other adults.

Recording

The school uses an online pupil tracking system called Insight to record attainment and progress.

1. Early Years Foundation Stage Profile (Reception) assessments are recorded on Insight. Evidence against the ELGs are uploaded to Tapestry
2. Key Stage 1 and 2 SATs results – recorded on Insight
3. Teacher assessments (informed by non-statutory assessments listed above) are done 3x per year – and are recorded on Insight

Reporting

Parents: Annual written reports including end of year assessments are sent to parents in July and a copy kept in school. There are two parents' evenings a year which are informed by termly assessments. There is informal and formal dialogue between parents and teachers at the instigation of either party.

Within school: There is communication between all relevant members of staff regarding individual pupil's abilities and progress. Because we teach mixed ages, only a small number of pupils change classes each year. To make sure that the receiving teacher knows about the pupils joining the class, the children's reports are available to the new teacher and important information is passed on. We have pupil progress meetings after assessments have been completed where we share assessment results and monitor the progress of pupils and put in place suitable interventions.

Between schools: Reports are sent on to secondary school at transfer.

Governors: Reports on attainment and progress of each year group and important groups (including SEN and Pupil Premium pupils) is made to the Curriculum committee 3 times a year and data governor has access to Insight.

Day to Day Marking

Marking needs to be meaningful. It varies by age group and subject and teachers are encouraged to adjust their approach as necessary and to incorporate the outcomes into subsequent planning and teaching. Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve. Verbal feedback and working with pupils in class all help teachers understand what pupils can do and understand.

Marking needs to be manageable. Not all marking needs to be complex. Feedback can take the form of spoken or written marking, peer marking and self assessment.

Marking needs to be motivating. Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments – sometimes short, challenging comments or oral feedback are more effective. Teachers need to challenge pupils to take responsibility for improving their work.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement and to celebrate progress. Pupils should be taught and encouraged to check their own work presented in an age appropriate way so that they complete work to the highest standard.

Types of Marking and Feedback

Summative Feedback/Marking

This usually consists of ticks and is associated with closed tasks or exercises. This gives opportunities for pupils to self-mark or for work to be marked as a class or in groups.

Formative Feedback/Marking

Teachers need to decide whether work will simply be acknowledged or given detailed attention. Wherever the task is open, feedback should focus on improvement needs against the success criteria and their target. Focused comment should help the pupil in ‘closing the gap’ between what they have achieved and what they could have achieved.

Independent Writing Books

Independent Writing books are used at the end of a unit (at least one per term) in order to assess work against year group criteria and to inform next steps.

Secretarial Features

When work is finished pupils should be reminded to check and edit. Pupils should be given feedback on the things they have been asked to pay attention to. This means that some aspects of writing may be unmarked but will be a focus at a later date. Not every incorrect spelling should be corrected by the teacher, but persistent errors and errors in high frequency words should be commented on and the child should respond by writing out the correct spelling as directed by their teacher.

Self-Marking

Pupils should self-evaluate wherever possible. They can identify their own success and look for improvement points in relation to their targets. The plenary can then focus on this process as a way of analysing the learning.

Paired Marking

Pupils should be given opportunities to work in pairs to mark each other’s work.

Whole Class Feedback

Whole Class feedback can be effective when a common error or misconception in a class can be addressed. This can be done in a variety of ways eg being used to inform the next lesson.

See Marking Guide below:

Marking Guide

Green = Great

Pink = Think

A pink dot indicates a mistake or a rethink

Pupils correct in red

S = Support given

I = Independent but only used for those pupils who normally need support

P = Paired work

G = Group work

VF = Verbal Feedback (no details needed)