

Pensans CP School



Assessment Policy

Reviewed on: September 2016
Next Review Date: September 2018

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Aim

A key aim of Pensans Primary School is that every child will achieve his or her full potential. We believe that this will be accomplished through a close partnership with parents, pupils taking responsibility for their own learning, and highly motivated, highly skilled staff.

Purpose

The purpose of the assessment policy is to help pupils know what they are doing well and what they need to do to improve. The knowledge gained will be used to inform teaching and to direct learning.

Roles and responsibilities of headteacher, other staff, governors

The headteacher will ensure that:

- National tests are applied in accordance with the statutory framework
- All teachers receive training on how to use formative assessment to inform lesson planning – this will include setting targets, observing pupils learning, discussion and questioning, and giving feedback
- Marking of pupils' learning complies with the school's marking policy and is used to motivate pupils and to provide them with specific guidance on what further learning is required
- A database of pupil attainment (Scholar Pack) will be used to track individual progress, but information about individual pupils will only be made available if requested by their parents/carers
- Parents will be informed by a formal report annually about their child's progress and in Years 2 and 6 about the results obtained in national tests
- Any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body.

All staff are expected to ensure that:

- Ensure each child has a target book. EYFS will have a Learning Journey that evidences the child's progress and Next Steps.
- Target walls are displayed in each class room for children to access
- Weekly pupil conferencing is carried out to ensure children know their targets and can talk about their learning styles and this is recorded in their target books which follow them through the school. EYFS will discuss their Learning Journey every half term with their teacher - this will be annotated in the Journey.
- Use of critique in the 3 mini outcomes of the termly project. 2 of these must be writing outcomes using rubrics and rigour to up level the children work through adult and peer critique. There should be no comparison between the initial and final piece of work.
- Pupils are actively involved in learning and self-assessment of progress
- Care is taken to ensure that assessment builds pupils' motivation, confidence and self-esteem
- Lessons begin with clear expectations, and learning objectives are shared with pupils. These are reviewed at the end of the lesson or series of lessons
- Each pupil receives feedback about the standards of their work, although this may not always be in writing.
- Where work is marked it must show, at least once a week, what is required for the pupil to improve and move on to the next stage of learning
- Results of assessment are used to inform further planning and differentiation.
- EYFS Continuous Provision planning will highlight individual Next Steps in learning and inform further planning.

- Half termly review of data to highlight children who are off track and feedback to phase leaders/ deputy head teacher.
- Support children to lead their own student led conferences with parents.
- Moderate work across the MAT, in Phases and whole school to ensure consistency in levelling and assessment.
- EYFS will have a Learning Journey that evidences the child's progress and Next Steps.

Pupils are encouraged to take responsibility for their own learning through:

- Assessing their own work and, where appropriate, the work of other pupils through verbal critique
- Asking for help and advice in improving their work.
- Responding to verbal feedback.

The governing body is responsible for

- Ensuring that the statutory information required on the school website is provided.
- Arrangements for monitoring and evaluation Subject leaders will oversee marking and assessment practice within their areas of responsibility.
Lesson observation and work sampling will be part of this process. The leadership team and the governing body will evaluate the success of the policy by asking for subject leader reports and monitoring this area in the SDP.

The headteacher will report to the governing body on:

- The outcomes of monitoring, and changes in practice that have resulted from them (e.g. school self evaluation)
- The overall standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks (e.g. raise on line)
- The standards achieved by pupils with SEN and groups considered to be vulnerable (e.g. SEF)
- Feedback received from pupils and parents. (e.g. parent and pupil questionnaires)

Celebration of achievements

- Children are told when they have met their curricular targets and recorded in target books. EYFS will have this recorded in their Learning Journey.
- Positive achievements are celebrated in their Target books and pupil conferencing and through Star of the Week Certificates, virtues bars, house points and stickers.
- Parents are informed of EYFS, KS1 and KS2 SATs results.
- Progress reports are given to parents during Parent's Evenings in Autumn, Spring and Summer terms
- Student led Conferences.
- Phase and Subject Books of Excellence showcased around the school.