



## Assessment Policy

### June 2023

#### **Related Policies**

This policy should be read in conjunction with

- Teaching and Learning Policy
- Marking Policy
- Curriculum Intent, Implementation and Impact Statement
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs (SEN) Policy

#### **Introduction**

Effective assessment provides information to improve teaching and learning. Pupils receive regular feedback on their learning so that they understand what they know and what they need to learn next. This allows lesson plans to be based on a detailed knowledge of each pupil. Parents receive regular reports on their child's progress so that everyone is working together to raise standards for all pupils.

#### **Aims and objectives of assessment are:**

- to enable pupils to demonstrate what they know, understand and can do in their work
- to help pupils understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each pupil
- to allow teachers and senior staff to monitor and track learning to inform pupil progress and interventions
- to provide regular information for parents that enables them to support their child's learning
- to provide senior staff, subject leads and Governors with information that allows them to make judgements about the effectiveness of the school and identify school development priorities.

#### **Feedback to pupils**

- 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.
- There is an agreed feedback and marking policy for responding to pupil's work.
- Children receive verbal feedback on their work whenever possible.

- Written comments are made on work and in learning journals. These are not always comments for the pupils; sometimes it is directed to parents or teachers.
- Written feedback to pupils relates to the learning objective for the lesson. It is made clear whether the objective has been met and with evidence to support the judgement. There is clarity in what needs to be achieved next in order to improve future work.
- Pupils are encouraged to make comments about their own work and the work of fellow pupils.
- Opportunities for pupils to respond to comments is planned into future learning.

## **Planning**

- Lessons are planned with clear learning objectives. These are based upon the teacher's detailed knowledge of each child. All tasks set are appropriate to each pupil's level of ability. Lesson plans demonstrate clear expected outcomes for each lesson.
- Notes are made on individual children who do not achieve or exceed their expected level for the lesson, and we use this information when planning for the next lesson.
- Teachers identify opportunities for assessment within each unit of work.

## **Long term assessment**

- End of unit assessment tasks and mid-year and end of year tests inform summative assessment data in reading, writing and maths which is collected each term.

## **Early Years Foundation Stage (EYFS)**

Pupils in EYFS are assessed using the EYFS Framework within the first half term in Reception. Assessments are in the form of short and long observations and are recorded on the pupil's Tapestry accounts which parents/ carers can also contribute to. Assessments are formally recorded and an analysis completed half termly.

At the end of the final term in Reception, the EYFS report is completed for each child. Each child's level of development is assessed against the Early Learning Goals. The report indicates whether children are meeting expected levels of development ('expected'), or not yet reaching expected levels ('emerging'). The report also includes the child's skills and abilities in relation to the three key characteristics of effective learning.

## **Reporting to parents**

- An open door ethos encourages opportunity to talk informally about day to day progress.
- Appointments to discuss concerns in more detail can be made with class teacher, SENDco or HT.
- Certificates acknowledge achievement and progress.
- Parents' evenings are held at least twice a year.
- Reports are produced annually for parents.

## **Moderation and monitoring**

- Staff attend moderation sessions across schools in the Trust to ensure consistency of standards.
- Staff attend regular National moderation and training.
- Pupils work is monitored by the Headteacher, Subject Leads, Trust Executive Lead (ExL), School Improvement Partner (SIP) and Governors. Monitoring may take the form of learning walks, pupil progress meetings, pupil conferencing, book looks, and professional dialogue.