



ASSESSMENT POLICY

1 Introduction

- 1.1** We believe that effective assessment provides information to improve teaching and learning. We give our children targets and regular feedback on their learning so that they understand what it is that they need to improve. 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. Parents are aware that our website has the 'non-negotiables' they should refer to, to understand expectations of their children for their age.

2 Aims and objectives

- 2.1** 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, governors and other stakeholders with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1** We use the assessment guidance in the national curriculum and other materials published by the DfE, pilot schools and published test materials to help us identify each child's level of attainment in the core subjects, as well as the test mark schemes that accompany SATs and commercial tests we use.
- 3.2** We plan our lessons with clear learning objectives and success criteria. We strive to ensure that all tasks set are accessible by all pupils, providing support for those who need assistance to do so. Our lesson plans make clear the expected outcomes for each lesson. Evaluation of lessons *on the day*, help to inform the following day's planning and future planning.
- 3.3** From our summative assessment tracking data, we identify those pupils who are performing just below average for their age, and in an effort to boost their achievement, we nominate them *blue dot* pupils. Once a pupil is identified *blue dot*, a set of formative assessment procedures is put into place, including intensified marking, booster teaching, a greater requirement to review and improve work, homework monitoring, personal target setting.

4 Target setting

- 4.1** We use sets of 'non-negotiables' based on the national curriculum age expectations of pupils as targets in numeracy and writing for all pupils. The targets are in pupils' books, so that they are always front of mind, with spaces for regular assessment opportunities as we progress through the work. An element of child self-evaluation is contained in the targets. SEN children have individual targets contained in their IEPs but also have yeargroup targets if appropriate, depending on their learning needs.
- 4.2** In addition, *blue dot* pupils may have their own targets set on a bookmark in their exercise books.

5 Recording

- 5.1** We recognise various methods of assessing a child's learning, summative and formative. The method of assessment that we use varies from subject to subject. We consider it unnecessary to keep a formal record of all these assessments; we record only information that affects future learning and progress.
- 5.2** On our planning sheets we record only those pupils or groups who fail to meet the 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, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.
- 5.3** Since levels are now defunct, the school has adapted its unique cumulative tracking system so that historical (levels) data can still be used for comparison purposes to assess pupil progress. For summative assessment, percentages have replaced levels, following a test run in 2014 to get feedback from parents and teachers. A defined range of percentage attainment reflects whether a pupil has met the age expectations in numeracy, literacy and science twice each year based on published or teacher assessment tests. The results are recorded on the cumulative tracking sheets. The tracking is used by teachers to plan support for individuals who are not meeting expectations.
- 5.4** Reading records are formative, cumulative and diagnostic, using principles of *miscue analysis*. Further, teachers have a set of reading 'non-negotiables' to set objectives for guided reading groups when reading records are updated.
- 5.5** In the early years, pupils are assessed on entry into and at the end of Nursery. On entry into Reception, pupils are given 'baseline' assessment within the first 10 days of their arrival and end of Reception assessment is passed on to parents and Year 1 teachers. The baseline assessments will be used for the first time as the benchmark for assessing progress of the 2015 cohort when they reach Year 6, and for the years after that. Thereafter, each child in Nursery and Reception has one 'learning journey' per term that records detailed assessment of progress observed against the curriculum descriptors. Children's attainment is constantly tracked and entered on the school's tracking records.

6 Reporting to parents

- 6.1** We have a range of strategies to keep parents fully informed of their child's progress in school, including publicising the 'non-negotiables' on the school website for their reference. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2** Three times a year we offer parents the opportunity to meet their child's teacher.
- At the first meeting of the school year we introduce the yeargroup team and explain the work to be covered in the year ahead.
 - At the second meeting of the year (held in January) we provide parents with a written report containing pupils' percentage attainment in autumn summative tests in reading, writing, GPS, maths and science.
 - At the third meeting of the year we review their child's end of year written report and the targets identified in it for the next school year (see next paragraph). We report percentage attainment in the core subjects and '*expected*,' '*below expectations*,' '*exceeding expectations*' in the foundation subjects based on the non-negotiables for the yeargroup.
 - In Year 6 we hold an additional, longer 1:1 meeting with parents prior to SATs on Academic Review Day. In these meetings we discuss predictions for SATs tests based on attainment in 'mock' SATs shortly before the Easter holiday.

- In reports for pupils in Year 2 and Year 6 we also provide details of the national curriculum results achieved in the national tests. For Year 1 parents, we report the pupils' result in the phonic screening.

6.3 We offer parents of pupils in Year R the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher and the detailed profile and learning journeys from Autumn and Spring terms are sent home as the their end of phase report.

6.4 Each of our teachers gives parents a termly class newsletter 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 Feedback to pupils

7.1 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 code for marking, progressive for each phase, as this ensures that we all mark in the same way.

7.2 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 do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

7.3 We encourage the children to make constructive comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work, giving them valuable, immediate feedback on their work.

7.4 We allow time at the beginning of the day and/or at other times, for the pupils to review and improve their work in response to the teacher's marking. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work and gives the child time to review and correct work as directed. Pupils are very familiar with the marking code and the scaffolding of corrections, thus enabling them to correct work quickly and independently.

8 Consistency

All school leaders and managers monitor examples of children's work within their area of responsibility. Several sessions each year of postholders doing group monitoring is highly effective. We moderate internally and externally to ensure the accuracy of teachers' judgements. By doing this we ensure that we make consistent judgements about standards in the school.

9 Monitoring and review

Our assessment co-ordinators are responsible for monitoring the implementation of this policy. In addition, they are responsible for running and managing pupil progress meetings with teachers, at least twice annually, more frequently in some yeargroups (e.g. FFTprediction meetings with Year 5 teachers). In these meetings the progress of every child is reviewed in the light of previous attainment contained in the cumulative tracking sheets. Advice and support are offered to teachers to resolve any barriers to learning being experienced by identified pupils. These meetings, the tracking and formative assessment procedures ensure that no child 'falls through the net' and ensure timely support and intervention.

10 The school is committed to implementing both Newham's Race Equality Policy and the school's Equal Opportunities Policy. We aim to ensure that all children are fairly assessed and that assessment information is used positively to help children accelerate their progress, regardless of their gender, colour, religion or cultural background.