

Long Sutton Primary School Assessment Policy



1 Introduction

At Long Sutton Primary School, we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. 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. Everyone in our school uses assessment to reflect on their own performance and that of their team so that we can acknowledge success and address weaknesses.

2 Aims and Objectives

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 and governors with information that allows them to make judgements about the effectiveness of the school.
- to allow individuals to achieve fulfilment through knowing how to improve

3 Planning for Assessment

Formative 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. In our school curriculum plan we also identify clear criteria and opportunities for assessment within each broad unit of work.

We use the Renewed Primary Framework and the national schemes of work produced by QCA and other resources to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our MTP plans make clear the expected outcomes for each lesson. We note individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the future lessons.

Summative Assessment

Key points in the year for formal summative assessments are identified in our Assessment Map. This school believes that these assessments help us to be self-evaluative and provide us with comparative information. They can also be useful in confirming teacher's judgements about pupils and triggering support and intervention programmes(see also Able child Policy, Special Educational Needs Policy).

Teachers are responsible for preparing children so that they are able to acquit themselves to the best of their ability in all formal assessments and for providing suitable support where children have identified Special Needs (in discussion with the SENCO),

4 Target Setting

We set targets in mathematics, reading, and writing for all our children during each academic year. We discuss individual targets with children and communicate these to parents. We review the progress of each child against these targets on a termly basis and at the end of the academic year. We use this information to assess future needs of individuals.

We ask our older children to review their targets in a variety of ways including with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

5 Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies according to what is being assessed, but we acknowledge the value of listening to children, asking children about their work and observing children during an activity as well as assessing outcomes. Teachers plan lessons with clear learning objectives.

On our planning sheets we record only those pupils 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. 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. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to subject co-ordinator (termly) and the next teacher at the end of each year.

Role of Learning Support Assistants

Our school acknowledges the important role that Learning Support assistants, Special Needs assistants and Early Years assistants have in relation to assessing children. The school allocates some time for teachers and assistants to share information, but on a day to day basis it is the responsibility of assistants to assess how well a child has performed against a given criteria and to suggest next steps where feasible and to allow time to record this information so that it can be used when planning learning needs of individuals. This will generally be through annotating planning or verbal feedback. It is the joint responsibility of teachers and assistants to share information to improve children's learning.

Responsibility of Subject Managers

At Long Sutton School the subject co-ordinators take a lead role in monitoring, evaluating and setting standards within their subject areas. They produce long and medium term plans for all classes. These plans state clearly where there are opportunities for assessment, the level of the stated objective so that class teachers can match these to prior attainment within their class and make adjustments, and the criteria for assessment for each unit of work.

Subject Co-ordinators collect **termly data** for the whole school and they analyse the schools performance in broad terms, alerting the Headteacher where there are concerns.

All subject leaders collect examples of children's work within their subject area. Subject leaders use the national exemplification materials 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.

6 Reporting to Parents

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

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold in the middle of the spring term) we evaluate their child's progress as measured against the targets. A third meeting is offered in order to review their child's written report and the targets identified in it for the next school year (see next paragraph).

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the teacher assessments and national tests.

We offer parents of pupils in Year R the opportunity to discuss initial assessments against the criteria for the Foundation Stage Profile in October. In the Spring term we review progress against the steps of the Early Learning Goals. At the end of the Reception Year the results of the Foundation Stage Profile are summarised in writing and discussed with their child's teacher.

Each of our teachers gives parents a termly curriculum update that identifies the main areas of study for that particular class, so parents can support any elements of work if they wish.

7 Feedback to Pupils (see also; Marking Policy, Teaching and Learning Policy)

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, as this ensures that we all mark in the same way.

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.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make 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.

If appropriate we allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

8 Monitoring and Review

Our School Effectiveness team are jointly responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The members of the team inspect samples of the

children's work and observe the policy being implemented in the classroom. This is sometimes delegated to subject managers.

Signed: Headteacher

Signed: Chair of Governors

Date of Review:

Date of Next Review: