Kearsley West

Assessment Policy

Introduction

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 to improve their work. 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.

Aims and objectives

The aims and objectives of assessment in our school are:

1 to enable our children to demonstrate what they know, understand and can do in their work;
2 to help our children understand what they need to do next to improve their work;
3 to allow teachers to plan work that accurately reflects the needs of each child;
4 to provide regular information for parents that enables them to support their child's learning;
5 to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school;
6 To meet the statutory requirments of Early Years assessment, Y1 phonics screening check, end of KS1 and KS2 tests and teacher assessments, and the reporting of these assessments.

Planning for Assessment

Each subject has a long term overview that is devised directly from the national curriculum. This overview is used by teachers to inform their medium term and daily lesson plans. 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 opportunities for assessment within each broad unit of work.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child and ensure that our lesson plans make clear the expected outcomes for each lesson. Through our marking policy, we are aware of those individual children who do not achieve at the expected outcome for the lesson, and we use this information when planning for the next lesson.

Target setting

Pupils are aware of their targets in Numeracy, reading and writing. Numeracy targets take the from of small steps that the children self assess against and writing and reading targets are shared in the independent writing books and reading diaries. Feedback (orally or through marking) relates to these targets and indicates how they can improve.

Adaptive teaching ensures that all tasks set are appropriate to each child's level of ability.

SEND pupils are often, but not always, supported by an adult and have the opportunity to access a number of resources to scaffold their learning e.g. practical resources, number lines/squares, wordbanks.

Recording

We recognise various methods of assessing a child's learning including question and answer sessions during class, marking of pupil's work, observational assessment, regular short re-cap tests, scanning work for pupil attainment and development. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

~~We plan our 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 use know more, remember more quizzes and flashback 4 to assess the retention of knowledge from previous units and to build on the children's long- term memory.

Summative assessments are held termly and are used to corroborate other forms of evidence. These are recorded on the internal data tracking system and analysed by senior leaders to identify and intervene with pupils not making expected progress. This information is shared with teaching staff through pupil progress and transition meetings so that appropriate provision can be made.

Our teachers record the progress of each child against key objectives, for all subjects each half term/term which will then inform the know more, remember more quizzes. Staff are confident in making judgements about the work of each child in relation to the National Curriculum attainment expectations and will share this information with the next teacher and parents at the end of each academic year.

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, the teacher will give example of the weekly timetables, share information on the topics that will be covered and share expectations about homework and reading. Parents will thn have the opportunity to attend a parents meeting in Autumn 2 and Spring 2during which the teacher will share information on effort, attainment and progress. Parents

are also given the opportunity to attend a meeting to discuss their child's written report at the end of the 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. In reports for pupils in Reception, Years 1, 2 and 6 we also provide details of achievement in the national tests.

Feedback to pupils

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 that we refer to as RED time that gives children the opportunity to extend, consolidate or practice taught skills.

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. 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 or to a reasoning aspect that fits in with the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement.

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.

SEN pupils are assessed according to their individual learning objectives with clear feedback given orally or through marking. They also have further targets which will challenge them and ensure appropriate progress.

Moderation and Consistency

Moderation can be described as a dialogue between two or more teachers, and between teachers and other professionals, to agree and make judgments about what pupils understand, know or can do, and the extent to which they are consistent in demonstrating their understanding, knowledge and skills. Moderation activities can range from informal (for example, a discussion with a teaching assistant about an interesting observation of a pupil's work) to a formal external process (e.g. local authority moderators reviewing teacher judgements). Moderation partners may include colleagues within your school, teachers from other schools (e.g. from a local school network) and local authority advisors and moderators.
The agreement or moderation of assessment judgements is essential so that all those involved (e.g. teachers, pupils, parents and local authorities) can make effective use of the information.

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Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made in other classes and in other schools. Achieving comparability involves teachers and other teaching professionals working together.

Subject leaders and teachers use the national exemplification materials, where possible, to make judgements about children's work. All our teachers are involved in the discussion, 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.

It is each subject leader's responsibility to ensure that any samples that they keep of children's work reflect the full range of ability within each subject. Our subject leaders may also obtain examples of work from our local cluster schools, as we believe there should be a common understanding of standards.

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Kearsley West we will:

- Use assessment materials to benchmark and moderate pupils in accordance with national guidance.
- Moderate work through book scrutinies termly, feeding findings back to members of staff
- Collate evidence to back up teacher assessments
- Partipate in moderation schemes in the Local authority for Reception, Year 2 and Year 6
- Recognise the importance of cross-curriculum moderation. For example, writing should be assessed across all areas of the curriculum – not just on the basis of written work in literacy

Monitoring and Review

Good understanding of current assessment procedures is ensured through staff training, both internally and externally. Staff meetings outline any changes to policy and encourage best practice. They allow for moderation activities and support the understanding of new teachers. Staff also attend training through external providers, e.g. the LA, regarding changes to statutory assessments or moderation when appropriate.

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