

GRIFFIN PARK COMMUNITY PRIMARY SCHOOL



Assessment Policy

Policy on Assessment

(see also Marking Policy; Target-Setting)

1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage.
- 1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

- 2.1 The 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 recognise the standards to aim for, and to 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 set targets for children to reach the next level in their work;
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1 To support our teaching, we use National Curriculum 2014.
- 3.2 We plan our lessons with clear learning objectives based upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.3 Teachers often share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- 3.4 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

- 3.5 We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson.

4 Target-setting

- 4.1 Every school is required to set targets in mathematics and English each year for those pupils who are in Year 2 and Year 6.
- 4.2 We also set targets for other areas of work in school. These targets are recorded on target cards which are available to the children during lessons and which are reviewed by the teacher at least half termly, but more often if required.
- 4.3 We ask our children to discuss their targets 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

- 5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
- 5.2 On our planning sheets, we record only those pupils who fail to meet the planned 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, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.
- 5.3 Each teacher passes this information on to the next teacher at the end of each year.
- 5.4 The school has adopted Target Tracker which is used to record individual progress against NC14 and test results. Achievement is measured in steps and is recorded as Year group, B, B+, W, W+, S, S+ eg children in year 4 are expected to be Year 4 S at the end of year 4. Children working at Greater Depth will be recorded as S+. Formal assessments are carried out by each year group termly for reading and maths, as well as Spelling and Reading Age tests.
- 5.5 Target Tracker also enables teachers to update progress when appropriate as children achieve each statement, providing an up to date record of each child's achievements, in English and Maths.
- 5.6 Foundation subjects are assessed both formally and informally as befits the subject and subject leaders are currently designing assessment sheets to record the progress made by each child as the Target Tracker statements do not match the curriculum.

6 Reporting to parents

- 6.1 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.

- 6.2 Each term, we offer parents the opportunity to meet their child's teacher. At these meetings test results and progress are shared with parents, targets are reviewed and new targets are agreed.
- 6.3 During the summer term, we give all parents a full 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.
- 6.4 In reports for pupils in Year 2 and Year 6, we also provide details of the levels achieved in the National Curriculum tests.
- 6.5 In the Foundation Stage parents are given the opportunity to track their child's progress through the online resource on Target Tracker, which can also be printed out for parents if they are unable to access this resource at home.
- 6.6 At the start of a term, each of our teachers gives parents an update that identifies the main areas of study for that particular class in a termly Chatty Letter.

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, as this ensures that we all mark in the same way, and the children learn to understand it.
- 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. (See Marking policy)
- 7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.
- 7.4 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.
- 7.5 Having children assess their own or each other's work can be very effective and children are actively encouraged to self assess at the beginning, the end and throughout the lesson as appropriate.
- 7.6 Time is often provided at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact.

We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion and assessment for learning

- 8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

9 Moderation of standards

- 9.1 All subject leaders study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the achievement of children. All our teachers discuss these achievements, 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.
- 9.2 Both the Year 2 and Year 6 teachers receive annual moderation training. Within our Key Stage meetings teachers are given the opportunity to moderate judgements made on Target Tracker by cross referencing with evidence in books and through teacher discussions.

10 Monitoring and review

- 10.1 Our assessment coordinator is responsible for monitoring the implementation of this policy. We allocate special time for this task. The coordinator uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.
- 10.2 This policy will be reviewed every two years, or earlier if necessary.

Equality Impact Assessment

Under the Equality Act 2010 and 2017 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Safeguarding Statement

At Griffin Park we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure

atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Griffin Park. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Wellbeing Vision

At Griffin Park we recognise the importance of emotional wellbeing. We understand that the wellbeing of our children is affected by the wellbeing of the adults they interact with, therefore it is essential that we help protect and promote the emotional health and wellbeing of each and every member of our school community.

Signed: C. Edmondson

Reviewed: November, 2021