



Assessment Policy

Review Date May 2019

Every Child, Every Chance, Every Day, Working Together



1. SECTION 1 INTRODUCTION

- 1.1 At Crabtree Farm Primary School we believe that effective assessment provides information to improve teaching and learning to ensure pupils make good progress. We give our children regular verbal and written 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 or groups of pupils. 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.

SECTION 2 AIMS AND OBJECTIVES

- 2.1 The aims and objectives of assessment in our Crabtree Farm Primary 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 head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

SECTION 3 PLANNING FOR ASSESSMENT

- 3.1 We use a variety of different strategies and schemes of work to support our teaching. We use our own school-devised assessment guidance to help us identify each child's level of attainment.
- 3.2 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 stage of ability. Our lesson plans make clear the expected outcomes for each lesson through the success criteria. We make a note of those individual children who do not achieve at the expected level for the lesson on the lesson plan evaluation, and we use this information when

planning for the next lesson. We also keep this information as a record of the progress made by the class.

SECTION 4 TARGET SETTING

- 4.1 At Crabtree Farm Primary School we set targets in Mathematics and English for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents as part of our termly parents evenings. We renew the progress of each child at our half termly pupil progress meetings and set revised targets where appropriate.
- 4.2 We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress.

SECTION 5 ASSESSMENT FOR TRACKING

- 5.1 Crabtree Farm Primary School recognises various methods of assessing pupil progress. The type of assessment that we make varies from subject to subject. The system we use to track pupil's progress in Reading, Writing and Mathematics is Emerging, (E), Developing (D), Secure (S) or Mastering (M).
- 5.2 Pupils in school participating in dedicated phonics sessions FS, KS1 and all children in KS2 that need the intervention are assessed informally on a daily basis. They are formally assessed each term using an internal phonic screen which assesses which phase of letters and sounds they are at. This is recorded on a tracking grid to show progress and inform next steps.

SECTION 6 ASSESSMENT FOR TEACHING AND LEARNING

- 6.1 Crabtree Farm Primary School recognises various methods of assessing children's learning outcomes. We use SIMs as an ongoing assessment tool to highlight children's achievements of the learning outcomes. This is used for Reading, Writing and Mathematics. These teacher assessment tools also indicate the end of key stage performance descriptors. This provides teachers with an awareness of how well children are on track to achieve the expected standard for the end of each key stage within each year group.

- 6.2 The phonic teacher assessment tool provides in-depth information regarding children's understanding of phoneme and grapheme knowledge expected within each phonic phase. The phonic group leader is expected to regularly update this information, which is then shared each half term with the class teacher.
- 6.3 A spelling system has been introduced to the school called Word Craft. A scheme called *No Nonsense Spelling* will be used alongside this for additional resources. This will be introduced in Year 1 and be taught consistently across Key Stage Two. A spelling assessment for each year group is included within the programme.

SECTION 7 **REPORTING TO PARENTS**

- 7.1 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.
- 7.2 Each term we offer parents the opportunity to meet their child's teacher at the termly parents meeting. We have a whole school format for discussion between the teacher-parent-pupil. During the summer term meeting we review the child's written report and the targets identified in it for the next school year (see next paragraph).
- 7.3 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.
- 7.4 In reports for pupils in Year 2 and Year 6, we also provide details of the age-standardised score achieved in the national tests. Reports for Year 1 pupils will indicate whether their child has met the required standard to pass the phonics screening check. Reports for Year 2 pupils who had to re-take the phonics screening check will also indicate if the pupil has met the required standard.
- 7.5 We offer parents of pupils in Foundation Stage 2 the opportunity to discuss the results of the Baseline Assessment with their child's teacher.

SECTION 8 **FEEDBACK TO PUPILS**



- 8.1 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.
- 8.2 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.
- 8.3 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 (next steps).
- 8.4 We encourage the children to make comments about their own work. We encourage older pupils to be the first markers of some pieces of work.
- 8.5 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.

(For further information on Feedback, please see the Marking and Feedback policy.)

SECTION 9 STANDARDISATION AND MODERATION

- 9.1 Every term we allocate staff meeting time to discuss samples of Reading, Writing and Maths evidence to standardise teacher judgements for each year group's stage of development.
- 9.2 Teachers meet half termly in their phases to discuss their teacher judgements in the core subjects. This allows dialogue between teachers that promotes consistency in assessment judgements.
- 9.3 Termly staff meeting time is allocated to moderate teacher judgements in Reading, Writing and Mathematics. During the summer term, time is also allocated for cross-phase moderation. SLT also collect samples of work to moderate teacher assessment judgements.

SECTION 10 CONSISTENCIES

- 10.1 All subject leaders examine examples of children's work within their subject area. Subject leaders will use the national exemplification materials to make judgements about the national expected standard of the children's work. All our teachers discuss these standards, 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.
- 10.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

SECTION 11 MONITORING AND REVIEW

- 11.1 Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

Date: May 2018

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