

# MEREWORTH COMMUNITY PRIMARY SCHOOL



## Assessment Policy

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Chair of Governors <i>Signature and Date</i>	
Head Teacher <i>Signature and Date</i>	

## Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme').

Assessment for Learning is defined as '...the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' (Assessment Reform Group 'Assessment for Learning: 10 Principles, Research-Based Principles to Guide Classroom Practice' 2002)

## Assessment

### PRINCIPLES

**Assessment is arguably the most important aspect of teaching and learning as it provides both pupils and teachers with the vital information which informs the next steps to be taken.**

**1.1** Assessment is an integral part of teaching and learning.

**1.2** Learning is most effective when:-

- The objectives of the learning are shared with pupils.
- Pupils are aware of the success criteria/steps to success which will be used to judge their learning outcomes.
- Data is effectively used to gauge the progress of individuals and groups and inform target setting.
- Pupils are trained to be actively involved in the evaluation of their work.
- Pupils are involved in a positive way to review their work and identify their next steps in learning.
- Feedback is specific to the pupil's needs indicating success against the Learning objective guidance on what and how to improve.
- Time is given for pupils to read and respond to written/oral comments thus ensuring feedback is worthwhile and effective.

**1.3** Whenever possible, marking and feedback (Marking for Improvement-MFI) should involve the child directly, the younger the child the more important it is that feedback is oral and immediate. We recognise that immediate oral feedback can be the most effective method for pupils to learn.

**1.4** Improvement through assessment comes through establishing where learners are, where they aim to get to and how they will get there. As such effective assessment informs the oversight, planning and development of the curriculum.

**1.5** We recognise that effective assessment activity may alter as research and experience evolve and our whole- school approach will be subject to these developments.

### 2. AIMS AND OBJECTIVES

**2.1** To recognise, encourage and reward children's effort and achievement, and celebrate success.

**2.2** To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.

- 2.3 To improve a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning.
- 2.4 To indicate how a piece of work could be corrected or improved against assessment criteria (success criteria).
- 2.5 To help pupils to develop an awareness of the standards they need to reach in order to achieve within the National Curriculum and the school curriculum.
- 2.6 To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- 2.7 To provide evidence of assessments made and attainment achieved.
- 2.8 To involve parents in reviewing their child's progress and to help in reporting to parents.
- 2.9 To aid curriculum planning.

### **3. STATUTORY ASSESSMENT**

- 3.1 Our school complies with all requirements of summative assessments within each key stage. Arrangements can be found within the DfE website at <http://www.education.gov.uk/schools/teachingandlearning/assessment>.
- 3.2 Currently, statutory requirements are related to nationally administered assessments at the end of Key Stages 1 and 2 and to the compilation of the EYFS Profile.

### **4. FORMATIVE ASSESSMENT**

- 4.1 The School has explicit rules (see Marking and Feedback Policy) that apply to all pieces of work and teachers will expect these rules to be followed and will address if not.
- 4.2 In addition to these general rules, there are rules for specific types of work (e.g. mathematics). These rules will be taught and may also be on display in classrooms. They make it clear what good quality work in the subject is like.
- 4.3 Teachers will use a green pen to mark and give written feedback. Written feedback should be legible and clear in meaning. It should be developmental (i.e. children will find out how they are getting on and what the next learning step will be).
- 4.4 Teachers should always mark that aspect of the work which relates to the planned Learning Objective. Spelling corrections should normally be limited to the ones the child should know.
- 4.5 Sensitivity should always be shown to the pupils' work and developmental comments should be followed by a 'closing the gap' instruction or reminder for improvement in the next piece of work where necessary.
- 4.6 Sharing work with the whole class or with a focus group is helpful and complements individual conferencing/target reviews.
- 4.7 Self-marking/evaluation against shared Learning objective and success criteria/steps to success can help empower a child to realise his/her own learning needs and to have control over future targets.

**4.8** When marking, agreed symbols will be used across the year groups to aid clarity and understanding; (See Marking & Feedback policy).

**4.9** Where pupils interact in the marking process they will be all the more engaged and receptive to correction.

**4.10** When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Pupils will be issued with pens/ pencils to use so as to identify self and peer marking as well as responses to developmental marking by the staff.

**4.11** Plenaries are a valuable time for teacher assessment and can be used for pupils to assess their work ahead of final marking. It is anticipated that this will help children to self-reflect at each step of their learning process.

**4.12** Children should indicate when they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

## **5. SUMMATIVE ASSESSMENT**

**5.1** Mereworth CP School assessment system is called – 'The 21 Steps' – this system describes pupils' achievement at different points of their learning journey through the new (2014) National Curriculum in English and Mathematics. This approach meets the requirements of 'Assessment Principles' DfE April 2014.

**5.2** There are three learning steps in each year group and pupils who achieve the 21st step at the end of Year 6 will have mastered the National Curriculum. The school moderates pupil work with other schools, locally and within other collaborations.

**5.3** We also measure pupil reading ages using the Schonell Reading Test and track pupil's phonic understanding through the Letters and Sounds phases. We also check pupils Spelling Age using the Schonell Single Word spelling test that is appropriate for Year 1 upwards.

It is appropriate for use from Year 1,

**5.4** GL Assessment's Cognitive Ability Tests (CATs) are administered at the beginning of Year 5 and GL Assessment's Non-Verbal Reasoning & Verbal Reasoning at the beginning of Year 3. These are a very useful diagnostic tool and also help to inform staff and parents of potential outcomes of the Kent Test.

**5.5** We collect Teacher Assessment for Reading, Writing and Mathematics each Term (6 times per year). Teacher Assessment is also backed-up by high quality 'test material.' Speaking & Listening & Science and all Foundation Subjects are assessed in Terms 2, 4, 6 (3 times per year). This information is analysed and reports are produced for staff and governors. The assessment information is used to evaluate individual pupil progress and arrange additional support where necessary. We monitor the progress of all vulnerable groups within our school to ensure the achievement of all pupils. Data is discussed with teachers at termly Pupil Progress Meetings.

**5.6** Each teacher compiles and maintains an assessment folder that contains up to date information on pupil progress, attainment and tracking of pupil's progress through the National Curriculum.

**5.7** Good systems ensure teachers; pupils and parents know what skills, knowledge and understanding pupils currently have and what they need to learn next. This enables teachers to plan effectively and pupils to engage with their learning. Parents are informed of their child's attainment and progress in November and March at Parent's Evening and at the end of the academic year in their annual report.

## **6. KEY FEATURES OF CELEBRATING ACHIEVEMENT**

**6.1** Self-esteem is a significant factor in being a successful learner. Strategies should be in place to promote this so high teacher expectations of the learning progress can be realised.

**6.2** Links between achievements should be made explicit to children and celebrated in a manner sensitive to the individual.

**6.3** Children should see learning as a continuum and where everyone can achieve success. At Mereworth CP School we advocate the principles of a Growth Mindset and reward pupils for their effort and their "can do" attitude and approach to learning.

**6.4** Care should be given using external rewards to encourage children to focus, since it's the learning success, not the reward, pupils should focus on.

## **7. MONITORING AND REVIEW OF POLICY**

**7.1** We are aware of the need to monitor and review the school's Assessment for Learning policy on a regular basis so we can take account of improvements made in our practice.

**7.2** We will formally review this policy every two years or earlier if necessary.