

Flushing C of E Primary School Assessment Policy

'All achievements are celebrated and valued in the belief that every child matters to God, whatever their faith or creed.'

Introduction

Assessment is about providing information to improve teaching and learning. We do this through the use of two types of assessment:

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. Pupils improve if they understand the aim of the learning, where they are in relation to this aim, and how they can achieve this aim.

Assessment of learning (summative assessment) involves judging pupils' performance against national and local standards using tests and teacher assessments.

Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do;*
- 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 reflects the needs of each child;*
- to provide regular information for parents that enables them to understand and support their child's learning;*
- to provide coordinators, governors and the head teacher with information that allows them to make judgements about the effectiveness of the school.*

Planning for Assessment

The school's curriculum is planned out on the long term map. It details what is to be taught to each year group. The teaching is supported by the Renewed National Frameworks for Literacy and Numeracy, Cornwall schemes for RE/PE and schemes of work produced by QCA. 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, based upon our knowledge of the children. We strive to ensure that all tasks are matched to the child's ability. Our lesson plans make clear the expected outcomes for each lesson and we share that with the children at the start of the session. Using questions, observation and marking teachers analyse the progress the children have made.

Children who have not achieved at the expected level for that objective are recorded on the teacher's plan. This information is used to inform planning for the next set of lessons.

Target Setting

By law, targets are set in mathematics and literacy for all pupils to achieve in Year 6.

Each child in the school is set between 1 and 2 targets to achieve each term in mathematics and English. The targets are written into the pupil's book. These targets are shared with the parents and pupils according to the following termly cycle;

- Teacher assess the children (through class marking/set tasks/tests/observation)
- Teacher meets with pupil to feedback progress and set next terms targets
- Teacher meets with parent or sends report with summary of progress and targets written on.

Coordinators use assessment information to set whole school and year group curricular targets.

Recording

A formal record of every assessment is unnecessary and bureaucratic; we record only the information that affects future learning. Therefore we record each child's progress against the learning objectives detailed in the schemes of work, enabling us to make a judgement about their level of attainment against National Curriculum descriptors. Each teacher passes this information on to the next teacher at the end of the year, along with evidence of class written and investigative work (books), the end of year report and individual tracking chart.

Reporting to Parents

Each term we offer parents to meet their child's teacher to discuss progress (parents are constantly encouraged to contact the school if they have any type of concern). The meeting should review progress made by the child in all areas and against the targets set the previous term. New targets are shared with the parents. IEP's should be reviewed, explained and signed either at these meetings or at a mutually agreed time according to the review date. Parents of Foundation children are given the opportunity to discuss their child's progress within the Early Years Profile. Written summary reports are sent out to parents at the end of the autumn and spring term, with a full annual report being sent out at the end of the summer term. Feedback slips for parents are provided on every report. In reports for pupils in Year 2 and 6 we also provide details of the levels achieved in National Curriculum statutory assessments. For all other year groups, the level at which the child is working at is discussed with the parent during the autumn parents meeting.

Feedback to Pupils

Feedback to pupils is very important, as it tells them how well they have done, and what they need to do next. Verbal feedback can be given at any time in the lesson and it should be positive and constructive, either to give praise or to inform the child on how their work could be improved. Written comments can be recorded for children of all ages, as the comments could also be useful for other teachers and parents. Written feedback for the children should be related to the learning objective(s) for that lesson, from that we make it clear why we think the objective has been met or what the child needs to do achieve it in the future or to produce better work.

Having children assess their own work or each others can be very effective but must be carefully managed. Teachers must ensure that this activity is supervised and checked afterwards.

Spelling and tables tests that are set as homework should be reported back to parents through the children reading record as they are done.

Inclusion and Assessment for Learning

Our school aims to be an inclusive school. We try to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data and asking ourselves questions about the performance of these individuals/groups.

Monitoring and Review

During the year subject coordinators (and attached governor), observe and study lessons, data and completed work in order to ensure the contents of this policy are carried out and that we have agreed and shared expectations in the core subjects.

Overall the assessment coordinator is responsible for monitoring the implementation of this policy through discussions with coordinators.