Rationale
To implement assessment for learning practices to improve learning and raise standards.

Aims:
To ensure that assessments are effective in raising standards, as they are an integral part of quality teaching and learning.

To sharpen the impact of assessment to accelerate progress further by involving pupils in assessing how well they are doing and engaging them in determining their next steps for learning.

Assessments are used to foster motivation, raise self-esteem and promote learning.

That learning goals/targets and success criteria are communicated clearly, to promote understanding and expectation.

To develop the capacity for self-assessments and peer assessments.

To recognise and celebrate the full range of achievements of all learners.

To involve parents in their child’s learning journey and progress.

Organisation and Planning

Daily/weekly/ongoing assessments

Much of what teachers and learners do daily in classrooms can be described as assessment for learning e.g. questioning which prompts learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted. Teachers will then involve pupils in their next steps for learning.

Teachers might sometimes record observations on post-it notes and attach to planning, annotate planning directly, record thoughts in a child’s book or write a brief narrative comment on a class list or observation diary.

In the Early Years Foundation Stage evidence of children’s achievements are recorded on Target Tracker, accompanied by photographic evidence. Children’s achievements are judged against the Early Learning Goals in prime and specific areas.

In Key Stage 1 children are assigned steps which link clearly with children’s individual targets. These are recorded half termly on Primary Target Tracker for Reading, Writing and Mathematics, and all National Curriculum Foundation subjects and PSHE are recorded on Target Tracker at the end of each term.

In the EYFS and KS1, the electronic management of assessment data is enabling teachers to have greater impact in raising attainment as children’s progress is closely monitored. Teachers create target groups to closely monitor progress of all groups of learners within their class. Children not making expected progress are highlighted and discussed in half termly Pupil Progress Review meetings with the Head Teacher, Key Stage Leaders and the Inclusion Leader. Next steps for these children are formulated in order to ensure support and opportunity is given for these pupils to further progress.
Marking of work

All teachers will mark work consistently by employing the school’s ‘Feedback and Marking Policy’. Supply teachers are also provided with a copy of the marking policy.

Work will be marked with the learners present to ensure verbal feedback is given. This is an opportunity to solve any misconceptions and give children opportunities to correct work or ‘fix-it’. Feedback should always have a positive impact on learners’ attitudes, motivation and self-esteem. It enables learners to understand their achievements, as marking is focused on the learning objectives/targets and criteria for success.

Marking also informs the teacher and learner of the next steps needed to make progress.

Assessing learning at the start of a topic
To help recognise the range of abilities and level of understanding within a class and to take account of pupils’ prior learning, it is good practice to draw a concept map (a spider diagram recording what they know about a subject). These are very useful as they highlight misconceptions as well as understanding. It is a useful tool, which can be used to inform planning and teaching. Previous assessments will also be consulted if relevant to the topic.

Planned Assessments-Whole School, Year Group, Individual Class Teachers.
These are timetabled assessments, which are used to assess how a child/group/class is/are progressing with a particular learning objective(s) or skill(s). This formative evidence can then be used to inform the next steps of learning and teaching and will impact upon planning and resourcing. Planned assessments will also be used to gain summative evidence of achievement.

Making the learning clear- Knowing what they are learning
It is vital that children know explicitly what they are learning and it is clear how they can achieve success. Teachers are skilled in differentiating explanations and the learning that each group/individuals will undertake. Learners will have learning objectives statements/stickers as a visual reminder.

End of Year Expectations
In KS1 end of year expectations are found in the front of books and are written in child friendly language. Targets are ticked when they are achieved and dated. Parents are given copies of end of year expectations.

Special Needs and Exceptionally Able children have a SEND Support Plan formulated, which identifies achievable targets to promote their learning and progress. Children with additional needs may also have their progress mapped using either ‘PIVATS’ or BSquared and ‘P’ scales.

Self assessment, peer assessment
Teachers will provide learners with opportunities to reflect and talk about their learning and progress. Children need to develop their ability to be self-critical. This is particularly important if children are to develop skills which involve evaluating, modifying, revising, redrafting and testing. Learners are encouraged to make suggestions about how their work can be improved.

Self-assessment is one facet of the KS1 Report to parents in the summer term.

Sharing work with the class is also encouraged and learners are asked to sensitively respond to each others work.

Assessment of learning

Assessments will be used to inform the teacher of whether progress is being made, e.g. on key words to help increase sight vocabulary, on numeral recognition etc.
Year 2
Statutory Formal assessments called Standard Assessment Task/Tests (SATs) take place at the end of KS1 for Reading, Writing, SPAG (Spelling, Punctuation and Grammar) and Maths. These are used as another tool to help inform teachers’ judgements of children’s performance against age related expectations. These contribute to teacher assessments for Reading, Writing and Mathematics. Teacher assessments is also used for Science. Results for the core areas are reported parents and the Local Authority. All subjects are reported to Year 3.

Year 1
Towards the end of Year 1, all children take the ‘Phonic Screening Check’, plus any children in Year 2, who did achieve the required pass mark or did not take the test in Year 1. It assesses phonic development. Results are reported to parents and the Local Authority.

Reception
Ongoing assessments using the EYFS Profile and nationally agreed criteria are used to give every child a score in each prime and specific area : 1- emerging , 2 –expected, 3- exceeding. The first 17 aspects of the EYFS outcomes are then translated into a Good Level of Development score.

Reporting
Formal reporting/ Going for Green reports are written for parents/carers every term. Pupils with SEN also have termly parents meetings to report on progress made along with next steps in learning. Informal meetings do take place throughout the year as the school operates an ‘Open Door’ policy. Formal meetings can be arranged at any time and maybe instigated by school, home or an outside agency.

Moderation
In order to maintain consistency of standards and to increase confidence of all staff when making judgements and marking work moderation of children’s work takes place regularly. This takes place within and between year groups and with other schools in the Local Authority.

Equal Opportunities
We use a variety of techniques and resources to ensure that all children are valued and included in all aspects of assessment. Adjustments and modifications are made to enable access to activities and resources. Staff pride themselves in being sensitive to the needs of individuals, ensuring that every child has access to all curricular and extra-curricular activities in compliance with the Equality Act 2010.

Assessment for Learning Leaders- Jenny Price- Early Years, Les Cox – Key Stage One and Neil Farmer – Inclusion Leader

This policy will be reviewed regularly.
Updated February 2019

Signed Date Headteacher

Signed Date Chair of Governors