

## Assessment Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
Feb 2015	Feb 2016	Curriculum and Achievement Committee	Governing Body	Penny Woolley

At The Devonshire Hill Nursery and Primary School, assessment for learning is a major factor of the core principles of our teaching and learning policy. We view it as a way of assisting teachers to modify their teaching in order to improve pupils' performance. We can see the benefits of teachers involving all children in order to stimulate and help them take their next steps in learning.

We are in agreement with the Black and William (1998) definition of assessment as it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.

Within our school, there are two main purposes of assessment:

- **Assessment of learning** (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. All pupils undertake end of key stage tests (SATs) in England only and a baseline assessment is undertaken by all pupils during their first half term. Other testing also takes place during each key stage.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, is 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, 2002)

It is the entitlement of every child at The Devonshire Hill Nursery and Primary School to be assessed in their learning in order that they can be supported to make outstanding progress. This should be a positive and ongoing process in which all staff, the children themselves and parents too should play an active part. Assessment complements and assists teaching and learning. It plays an integral part in each teacher's planning and enables evaluation of current practice as well as pupil achievement.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### Aims

This policy intends to make clear our vision of the role of assessment as part of teaching and learning at The Devonshire Hill Nursery and Primary School and make transparent the procedures in place for monitoring and evaluating assessment practices. The Policy intends to define clear responsibilities in relation to assessment and provide clear definitions and purposes for different types of assessment used within the School.

## **Principles of assessment and recording attainment**

An effective approach to assessment, recording and reporting achievement will include the following principles. It will aspire to:

- Enable individual pupils to make progress in their learning;
- Relate to shared learning objectives;
- Be underpinned by confidence that **every** pupil can improve;
- Help all pupils to demonstrate what they know, understand and are able to do;
- Include reliable judgements about how pupils are performing, related, where appropriate, to national standards;
- Involve both teacher and pupils reviewing and reflecting upon assessment information;
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these will enable teachers to plan more effectively;
- Provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels;
- Enable parents to be involved in their child's progress

Target Tracker is the Assessment tool used at The Devonshire Hill Nursery and Primary School. It enables teachers and Senior Leaders to assess pupils through their progression of learning and determines the typical range of yearly attainment. Data is entered on an ongoing basis calculating progress by converting formative assessments to summative assessments. This enables staff to monitor where each child is in terms of their educational development, where their strengths lie and which areas could be improved upon.

### **The range of approaches to assessment include:**

- Formative assessment: specified on planning and taking place on a daily and weekly basis;
- Observing, marking, self-assessment, peer assessment, group discussion, child discussion, questioning, and Morning Challenges or a test;
- Target Tracker- children's progress is measured each week as data is entered onto the assessment tool determining whether the children have met the learning objectives planned for and evaluating new targets. Class teachers can then identify where gaps lie with precision and use this to inform future planning;
- Summative assessments: These include group or individual tests or tasks (see specific list over), dependent on the pupil's age. Summative assessment periods take place at the end of each 6 weekly cycle of learning. Summative Assessments are formed though formative Assessments and tests;
- Conferencing with children and parents: This happens at parents' evening each term. Targets are set and agreed with parents;
- Pupil progress meetings: For individuals, groups and classes with the Senior Leadership Team after each summative assessment period. These meetings highlight children causing concern for attainment or progress and also those attaining higher than expected or making accelerated progress;
- SEN progress meetings: As above but specifically for children on the register at SEN School Support, Statements or Educational Healthcare Plans.

### **Monitoring, Moderation and Evaluation**

The Senior Leadership Team will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. The Local Authority moderates EYFS assessments annually. The Local Authority moderates Key Stage 1 and Key Stage 2 assessments every three years. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

## Responsibility for the Policy and Procedure

The Governing Body has:

- Appointed a member of staff to be responsible for Assessment;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Responsibility to comply with all statutory assessment arrangements;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- The responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy;
- Work closely with the link governor and coordinator;
- Have in place an effective system to monitor pupil progress;
- Ensure statutory assessment is fully complied with;
- Enter pupils in to the end of key stage tests;
- Report achievements to pupils and parent/carers;
- Provide pupil data information to external agencies when requested;
- Ensure assessment is a priority of the school's development plan;
- Provide resources to support this policy;
- Monitor the performance of pupils by analysing data and by discussion with class teachers;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy.

The Headteacher and Senior Leadership Team are responsible for:

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

The Headteacher and the Assistant Headteacher's are jointly responsible for:

- Holding teachers to account for the progress individual pupils make during the academic year, towards their end-of year targets at mid-year and end-of-year pupil progress meetings;
- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular phases;
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and, where appropriate;
- Monitoring standards in their phases according to assessment criteria set out in the National Curriculum.

The Assessment, Recording, Reporting Coordinator will:

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the link governor;
- Work closely with the Assistant Head for Inclusion and subject coordinators;
- Collate information for the target setting process;
- Compile moderation portfolios;
- Organise in-house training;
- Provide guidance and support to all staff;
- Keep up to date with new developments and resources;
- Review and monitor;
- Ensure each class teacher uses Target Tracker to track and analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets;
- Ensure summative assessment tasks are carried out and that the resultant data is collated centrally;
- Ensure all staff are familiar with current Assessment policy and practice.

The Link Governor will:

- Work closely with the Headteacher and the coordinator;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Annually report to the Governing Body on the success and development of this policy

Teachers, HLTA's and LSA's

Teachers are responsible for carrying out summative and formative assessments for all the pupils in their classrooms. HLTA's and LSA's are responsible for carrying out intervention groups and contributing to formative and Summative assessments. Where appropriate, these outcomes are shared with pupils as part of an ongoing dialogue to understand their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

Teaching staff will:

- Assess pupils to ascertain level of attainment;
- Plan next stage of learning;
- Provide information for record keeping;
- Report assessments to pupils, parents and school personnel;
- Keep up to date with new assessment initiatives;
- Attend in-house training

Teachers **planning** will show:

- Clear learning objectives and outcomes;
- Key learning skills;
- Differentiation;
- Key questions;
- Opportunities for peer and self assessment;
- Curricular targets;
- References to previous learning;
- Objectives and success criteria;
- Lesson evaluation and plans for subsequent lessons

Teachers will give **written or verbal feedback** which will:

- Be constructive;
- Written in a way so that pupils are able to understand the comments made;
- Be centred on the qualities of the work;

- Be linked to the learning objectives and learning outcomes;
- Identify strengths and weaknesses;
- Identify what the pupil needs to do to improve;

Pupils will:

- Be aware of and comply with this policy;
- Learn to take pride in their work;
- Produce work of a high standard;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully in all lessons;
- Participate in discussions concerning progress and attainment;
- Be made aware of learning objectives;
- Discuss what they have already experienced, know and understand;
- Discuss and identify what they need to do to improve;
- Self-assess their work;
- Discuss their work with a peer;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Talk to others without shouting and will use language which is neither abusive nor offensive;
- Hand in homework properly completed and on time;
- Wear correct uniform;
- Liaise with the school council;
- Take part in questionnaires and surveys

Parents will:

- Be made aware of this policy;
- Comply with this policy by:
  - Attending parent-teacher consultations;
  - Encouraging their child to undertake home learning tasks;
  - Being aware of their child's targets;
  - Writing a response to their child's annual report.
- Encourage effort and achievement;
- Encourage completion of homework and return it to school;
- Provide the right conditions for homework to take place;
- Hand in homework on time;
- Support the school Code of Conduct and guidance necessary to ensure smooth running of the school

## **Target Setting**

All pupils will be given:

- An individual target which is set after discussion with the class teacher;
- An end of year target in both literacy and numeracy

## **Meetings with Parents**

Parents attend Parent-teacher consultations in order to keep up to date with their child's progress. EYFS and Year 1 meet with parents/carers to discuss pupils' progress on a timetabled weekly basis. Year 2 through to Year 6 meet with parent/carers once a term.

## **Reporting to Parents**

Parents will receive an annual report summarising their child's progress. Parents are encouraged to provide a written response to the child's annual report.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- The school website;
- The Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Communications with home such as weekly newsletters and of end of half term newsletters;
- Reports such annual report to parents and Headteacher reports to the Governing Body;
- Information displays in the main school entrance.

## **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the link governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

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**This policy was reviewed and endorsed by the Full Governing Body of The Devonshire Hill Nursery and Primary School on Wednesday 3<sup>rd</sup> February 2016.**