



### POLICY ON ASSESSMENT

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#### **1 Introduction**

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Achievement of Targets, too, describe pupil performance, in terms of levels.
- 1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

#### **2 Objectives**

- 2.1 The objectives of assessment in our school are:
  - to enable our children to demonstrate what they know, understand and can do in their work;
  - 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 accurately reflects the needs of each child;
  - to provide regular information for parents and carers that enables them to support their child's learning;
  - to provide the Principal with information that allows her to make judgements about the effectiveness of the school.

#### **3 Planning for assessment**

- 3.1 We use our school's curriculum (Long Term/Medium Term) plan to guide our teaching. In this plan, we set out the aims, objectives and values, and give details of what is to be taught to each year group. We also identify the opportunities for assessment within each broad unit of work.
- 3.2 To support our teaching, and help to identify each child's level of attainment, we base assessment on the National curriculum in England: framework for key stages 1 to 4.
- 3.3 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 ability.
- 3.4 Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

- 3.5 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- 3.6 We make a note of those individual children who do not achieve at the expected level for the lesson, 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.

#### **4 Target-setting**

- 4.1 Every school is required by law to set targets in mathematics and English each year for those pupils who are in Year 6. We in fact 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 and carers through our learning platform. We review the progress of each child at the end of the academic year, and set revised targets.
- 4.2 We also set targets for other areas of work in school. We encourage the children to set targets themselves, linked to their individual working habits. The children record these targets in target books, and the teacher reviews these with each child on a regular basis.
- 4.3 We encourage the children to involve their parents in the review of their targets.

#### **5 Recording**

- 5.1 We recognise various methods of assessing a child's learning and record information that affects future learning.
- 5.2 We record pupils' weekly progress through our learning platform to keep track of progress in reading, spelling, English, maths and homework assignments. We track pupils' progress in other subjects at the end of each topic.
- 5.3 We then record an overview of pupils' progress using the targets spreadsheet which covers each objective for the year group in all subjects. This keeps a record of targets not yet covered and those emerging, developing, secure and exceeding for each individual child.
- 5.4 Each teacher passes assessment information on to the next teacher at the end of each year.

#### **6 Reporting to parents and carers**

- 6.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work using our learning platform.
- 6.2 Parents can then meet with Form teachers at any time before or after school to discuss any concerns or difficulties. Each year, in the Spring and Summer Term, we offer parents and carers the opportunity to formally meet with their child's teacher. At this meeting, we evaluate their child's progress as measured against the targets.
- 6.3 During the Spring and Summer Term, we give all parents and carers a written report of their child's progress and achievements which include examination results for years 2 to 6. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, as well as religious education, ballet, speech and drama and music tuition.
- 6.4 Parents and carers are able to view curriculum through targets and tasks set through our learning platform. Parents are encouraged to discuss areas of learning with their children and are updated with progress through the photo gallery and marked work feedback within the learning platform.
- 6.5 Each year, every child completes various samples of work for his or her Individual Progress File. This file, which is kept in the classroom, can be inspected by parents and makes it easy for them to see the overall progress their child is making.

## **7 Feedback to pupils**

- 7.1 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. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.
- 7.2 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 or on the learning platform. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents or carers and teachers.
- 7.3 When we give written feedback to a child, we identify what the child needs to do in order to produce (even) better work in the future.
- 7.4 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves. House Points are awarded through the learning platform for excellent work or for work where significant improvement has been made.
- 7.5 We allow time at the beginning of each lesson for the children to absorb any comments written on their work, and to do corrections or make improvements. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact.

## **8 Inclusion and assessment for learning**

- 8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils of all abilities.

## **9 Moderation of standards**

- 9.1 All subject leaders study examples of children's work within their subject area. All 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.
- 9.2 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.
- 9.3 Our subject leaders are aware of the standards required in order to gain entry to selective senior schools.

## **10 Monitoring and review**

- 10.1 The Principal is responsible for monitoring the implementation of this policy. She inspects samples of the children's work and observes the policy being implemented in the classroom.
- 10.2 Form Teachers monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.
- 10.3 This policy will be reviewed every two years, or earlier if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 21/07/2025