



CHURCHILL  
SCHOOL

**Assessment Policy**

## Assessment Policy

Our school statement must be read in conjunction with Marking and Feedback and Teaching and Learning policies.

### 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, specific intervention, of a term, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels, ages or standardised scores.

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 recognise and celebrate a wide range of achievements
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.
- To provide parents with regular feedback about how their children are progressing.

### 3. Planning for Assessment

3.1 We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

3.2 We plan our lessons and specific interventions 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. Our lesson plans make clear the expected outcomes for each lesson.

3.3 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.

3.4 Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

3.5 We make a note of those individual children who do not achieve or achieve well above 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 All pupils will have Individual Education Plans that detail their current progress, learning needs and requirements as described in their statement of special needs. Each pupil will have targets relating to their specific needs that will be reviewed and revised half-termly by relevant staff, parents and pupils.

4.2 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 review the progress of each child at the end of each half-term, and set revised targets.

#### **5. Recording**

5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

5.2 On our weekly planning sheets we record those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.

5.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum levels of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

5.4 We use the Classroom Monitor online mark book, to assess pupils against the National Curriculum using Rising Stars Assessment Progress Framework across all subjects from years 4 to 8. Classroom Monitor provides the school with a consistent approach to teacher assessment which can be easily accessed by all class teachers. From year 9 pupils are assessed against the programme of study or specification for each GCSE and Entry Level subject they are taking. Specialist subject teachers work to assess pupils against learning outcomes and predict Target Grades for pupils.

5:5 At the end of each academic year class teachers will meet to pass assessment records on to the next class teacher and share other relevant information about pupil progress over the year.

## **6. Reporting to Parents**

6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's learning.

6.2 Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child in their IEPs. At the second meeting of the year (which we hold during the spring term) we evaluate their child's progress as measured against the targets and issue new IEPs, targets and a Mid-Year Review report. At the third meeting of the year we review their child's final written report and the targets identified in it for the next school year.

6.3 Home to school contact is also an essential part of feedback to parents. Each pupil has a home to school Link Book which contains a space for class teachers and parents to make comments about pupils on a daily basis. These also contain IEPs and one page pupil profiles.

6.4 Transitional assessments recognise and record a pupil's achievement at a time of transition, usually the end of a school year and/or Key Stage. At our school, transitional assessment looks at external measures of progress (KS2 SATs, public examinations such as GCSEs and A-Levels) and internal measures of progress within the school's curriculum which are reported on annually.

## **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. (Refer to Marking and Feedback policy)

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 during marking. 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 and teachers.

7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make clear why we think so. In either case we identify what the child needs to do in order to produce improved work in the future. (Also see Marking Policy)

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.

7.5 Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this

must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards. (Also see Marking Policy)

7.6 We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work. Pupils use purple feedback pens to show where they have responded to feedback.

## 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 with disabilities or special educational needs.

## 9. Consistency

9.1 The assessment coordinator along with the senior leadership team will study examples of children's work across the curriculum. We use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they 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 the responsibility of the assessment coordinator and senior leadership team to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

9.3 The assessment coordinator and the senior leadership team are also expected to monitor and evaluate pupils' progress termly on Classroom Monitor. This allows an overview of attainment and progress across the genders, year groups and key stages etc.

## 10. Monitoring and Review

10.1 Our assessment coordinator is responsible for monitoring the implementation of this policy.

Author	Date	Frequency of Review
Kirsty Richards	Summer Term 2019	Three Yearly
<b>Adopted by the Governing Body</b>	<b>Reviewed</b>	<b>Reviewed</b>
Date:	Date:	Date:
Signed	Signed	Signed