

St Ann's Assessment Policy

Introduction

- **At St Ann's** we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.
- **Aims and objectives**

The aims and 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 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 that enables them to support their child's learning;
- To provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

- **Planning and assessment**

- We use the National Literacy Strategy, National Numeracy Strategy and the national scheme of work produced by QCA to support our teaching. 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. 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 level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the next lesson, and make use of this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

- **Target Setting**

- Every school is required by law to set targets in mathematics and English each year for those pupils who are in Year 6. We set targets in mathematics and English for all our children during the academic year and set revised targets.
- Each teacher sets layered termly targets for Maths and English. These targets are clearly displayed in the classroom for all to see and discuss. They are also explained and given out to parents at open evenings.
- We ask older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

- **Recording**

- We recognise various methods of assessing a child’s learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we only record information that affects future learning.
- We plan our lessons with clear learning objectives. On our planning sheets we record those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives. 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 level of attainment. This allows us to monitor the progress of each child. This information is passed to the next teacher at the end of each academic year.
- The table below shows a calendar for assessment that is recorded throughout the year (all assessments are recorded on bell curves or tracking grids).

Year Group	When?	Type of assessment
Nursery	On going	<ul style="list-style-type: none"> • Rolling programme of observations carried out on each child • Foundation Stage profile highlighted • Profile books containing samples of children’s work and digital photographs continually updated
Reception	On going	<ul style="list-style-type: none"> • As above and.... • Tracking grids kept illustrating children’s progress against the early learning goals
Year 1	Termly Annually	<ul style="list-style-type: none"> • NSI Maths/Eng tests • Science investigation • Hilary Hester stages of English Language Acquisition assessments
Year 2	Termly Annually	<ul style="list-style-type: none"> • SATS papers for Eng/Maths • Science Investigation • Hilary Hester Stages of English Language Acquisition assessments
Year 3	Termly Annually	<ul style="list-style-type: none"> • NSI Maths/Science/Eng tests • Science investigation • Hilary Hester Stages of English Language Acquisition assessments • QCA Optional SATS papers Eng/Maths

Year 4	Termly Annually	<ul style="list-style-type: none"> • NSI Maths/Science/Eng tests • Science investigation • Hilary Hester Stages of English Language Acquisition assessments • QCA Optional SATS papers Eng/Maths
Year 5	Termly Annually	<ul style="list-style-type: none"> • NSI Maths/Science/Eng tests • Science investigation • Hilary Hester Stages of English Language Acquisition assessments • QCA Optional SATS papers Eng/Maths
Year 6	Termly Annually	<ul style="list-style-type: none"> • Previous SATS papers for Eng/Maths/Sci • Science investigation • Hilary Hester Stages of English Language Acquisition assessments • SATS tests in Maths/Eng/Sci

- **Reporting to parents**

- 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 work.
- Each term we offer parents the opportunity to meet with their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second, we evaluate their child's progress as measured against these targets. During the latter part of the Summer term parents are invited to discuss their child's progress in relation to national expectations and targets are identified for the next school year.
- During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also highlight areas for development. We write individual comments on all subjects of the National Curriculum and Religious Education.
- In reports for pupils in Year 2 and Year 6 we also provide details of levels achieved in the national tests.
- Pupils in Reception and Nursery have regular parent consultations throughout the year to discuss the foundation stage profile with their child's teacher.
- Each year parents are given a copy of the curriculum map for their child's year group. This gives a brief resume of topics/key objectives covered in all subjects.

- **Feedback to pupils**

- 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 of marking at each key stage, to ensure continuity between year groups.

- We give children verbal/written feedback on their work whenever possible. We give written feedback to children of all ages. We do not always aim these comments at pupils; quite often we write something that is also of use to other staff members and parents.
- When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this is the case. In both cases we identify what the child needs to do next in order to improve future work.
- We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.
- We allow time for pupils to absorb comments written about their work and carry out any corrections or suggestions highlighted by the teacher.

- **Monitoring and review**

The KS1 and 2 Coordinators are responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The coordinators use this time to interview class teachers about pupil progress and to ensure that appropriate intervention is planned for those falling below or exceeding national expectations.