



Assessment for Learning Policy

1 Introduction

We believe that the main purpose of assessing children is to develop a picture of what they know now, and to determine the needs for further teaching.

2 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.

3 Planning for assessment

Planning is a continuous process starting from the moment our children start school in the foundation stage with on-entry assessments, and continues until they leave our primary school in year 6.

All interactions between adults and children from the F/stage to Year 6 provide opportunities for consideration of strengths and areas for development but there are three main ways in which we collect assessment information:

- Activities planned with clear learning objectives and where the criteria for success are clear and have been shared with the children, allow teachers to make individual or group assessment against the criteria, these are predominantly in English and Math Guided Sessions.
- Specific activities which are designed to include substantial listening or questioning related to specific areas of learning allow a great deal of assessment information to be gathered. Posing questions that are open-ended and allowing children to give extended answers gives teachers a lot of information about what a child knows, understands and can do, and possible misconceptions

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- Observations of/times when a child does or says something that is recognised as being significant

These types of assessments do not involve extensive record keeping. Notes on planning sheets, post-it notes etc are acceptable. They are forms of on-going assessment to be retained for consideration at specific points when pupils performance scores are collected on a termly basis (APP/FSP) .

Teachers record levels to track pupil progress in the following subjects and formally record results:

Science (half-termly)

Core ICT (half-termly)

All foundation subjects - e.g. History, Geography, PE etc (half-termly)

EYFS Profile (summative assessment of individuals' achievement on entry to F/Stage, Christmas, Easter and at end of EYFS)

In addition to the above types of assessing children, more formal assessments occur to consider progress in coordination with on-going assessment evidence throughout the year in year 1-6:

Independent writing (each term) is assessed against National Curriculum levels using APP criteria, including P scales where appropriate

Reading ability (each term) is assessed against National Curriculum levels using APP criteria, including P scales where appropriate

Maths ability (each term) is assessed against National Curriculum levels using APP criteria, including P scales where appropriate

These formal assessments are recorded each term and used for targeting specific children for early intervention and to adjust working groups where appropriate.

End of Key Stage One tests and tasks (SATs)

These summative assessments are at the end of year two and are used to confirm teachers' own judgements. The end of KS1 assessments are used to inform the local authority and KS2 teachers of the abilities of the children. Pupil progress is tracked throughout KS2 until finally being measured using KS2 SATS.

Year 1 take phonic screening tests during the summer term along with any year 2 children who may not have met the requirement pass level when they were tested in year 1.

4 Target setting

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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 autumn term of year 5.

5 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 their child's teacher and discuss their child's progress and attainment.

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 identify target areas for the next school year. We write individual comments on all core subjects of the National Curriculum along with foundation subject comments based on their covered themes.

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests.

6 Monitoring and review

6.1 Our assessment leader is responsible in collaboration with the headteacher for monitoring the implementation of this policy. Subject leaders and the SMT inspect samples of the children's work on a regular basis to observe the policy being implemented in the classroom.