



Date	Review Date	Coordinator	Nominated Governor
October 2015	October 2018	Assistant Head	Chair of Standards

We believe this policy relates to the following legislation:

- The Education (School Performance Information) (England) Regulations 2001

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)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

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

- To involve children in their learning and to provide feedback to them.
- To encourage children to assess themselves and to understand how they can improve.

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- To use the results of assessment to adjust teaching.
- To provide assessment information to pupils, parents/carers and external agencies.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

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 funding is in place to support this policy;
- responsibility for ensuring all policies are made available to parents;

Role of the Executive Headteacher

The Executive 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 guidance, support and training to all staff;

Role of the Assessment, Recording, Reporting Coordinator

The ARR coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Associate Headteacher and the nominated governor;
- work closely with the SENCO 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;

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Associate Headteacher and the coordinator;
- ensure that everyone connected with the school is aware of this policy;

Role of Teaching Staff

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;

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;

Role of Pupils

Pupils will:

- 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;

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- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents

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;

Target Setting

All children 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

Pupil Records

All pupils have:

- a folder of their records;
- a Record of Achievement folder

Meetings with Parents

Parents are invited to attend Parent-teacher consultations once a term in order to be kept up to date with their child's progress.

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 Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops

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.

Linked Policies

▪ Curriculum	▪ Monitoring and Evaluation
▪ Homework	▪ Marking and Feedback
▪ Target Setting	▪ Teaching and Learning

Headteacher:		Date:	
Chair of Governing Body:		Date:	