

BISHOP WOOD C OF E JUNIOR SCHOOL

ASSESSMENT POLICY



1 Introduction

1.1 At Bishop Wood C of E Junior School 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 At Bishop Wood Junior School, Assessment for Learning is based on four principles:

- Making the learning objective clear by using precise language (objective), How? (context) and remember to (success criteria);
- Peer/self evaluation;
- Pupil feedback;
- Effective questioning.

1.4 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, at the end of each term and at the end of the key stage. Test results, too, describe pupil performance, in terms of levels.

1.5 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 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

3.1 We use our school's curriculum overview plan to guide our teaching. In this plan, we 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 To support our teaching, we use the National Curriculum and supporting teaching materials to ensure a broad range of experience enabling skills development and the development of understanding in all subjects.

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. Our lesson plans make clear the expected outcomes for each lesson.

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 (How?), and the success criteria (remember to) against which the work will be judged.

3.5 Teachers ask differentiated questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. They target questions through the 'no hands up' approach as promoted through Assessment for Learning.

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 We 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. We review the progress of each child through half termly progress reviews and at the end of the academic year, 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 complete APP type assessments for groups of pupils across all subject areas

5.2 On our planning sheets, we record only 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 for writing, reading maths and science in relation to the National Curriculum level 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 Class teachers liaise with the Inclusion Coordinator so that children who are failing to meet the learning objectives have access to small group intervention. These pupils are identified through further assessments where age related attainment is considered. These needs are clearly identified on Class Provision maps which are revised termly according to need.

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 also encourage parents to contact the school if they have concerns about any aspect of their child's work.

6.2 In Autumn Term 2 and Spring Term 2, 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. At the second meeting of the year we evaluate their child's progress as measured against the targets.

6.3 During Summer Term 2, we give all parents a written report of their child's progress and achievements during the year. In this report areas for improvement are identifiable.

6.4 Each subject lists the core objectives and the skills for that subject. The children are assessed, against these criteria, as:

- working below age related expectations;
- in line with age related expectations
- exceeding age related expectations.

This ensures that pupils understand their performance and allows them to take action towards improving.

6.5 We assess all subjects of the National Curriculum, and Religious Education. In this written report. When sending out the report we include a form for parental feedback and the opportunity for children to give their own evaluation of their performance during the year. We are always pleased to meet with parents to discuss any concerns generated by these reports.

6.6 In reports for pupils in Year 6, we also provide details of the achievements in the National Curriculum tests.

6.7 At the start of the school year for Years 5 and 6 each of our teachers gives parents an update that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents can support any elements of the work during the rest of the year. We do a similar exercise for the Year 3 and 4 parents late in the summer term prior to transition. By doing this parents have an excellent opportunity to support the learning of their child effectively.

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 (see Marking & Feedback policy), 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 may write a comment on the children's work during marking. We give written comments to children of all ages.

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 it clear why we think so. In either case, 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. This is marked in a variety of ways. For example:

- Tickled Pink and Green for Growth ('tickled pink'= really pleased with this bit, 'green for growth'= area for improvement).
- Three stars and a wish is a strategy used (three things that have been done well and one area for improvement.)
- Teachers identify the next steps as targets to improve upon. This can be done in a variety of ways through improvement, scaffold or example prompts.
- Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

7.5 We allow time 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. This time is valuable as it ensures 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.

7.6 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 is carefully managed, to avoid unhelpful comparisons. Teachers always reflect upon the work themselves afterwards.

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 Moderation of standards

9.1 All subject leaders study examples of children's work within their subject area. Subject leaders use 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. We use in house moderation task which all teachers participate in to ensure that judgements remain secure.

9.2 We attend cluster staff meetings to check that our assessments are accurate and in line with other schools. All teachers attend relevant moderation clusters organised by the LA for transition to Year 2-3, Year 4-5, Year 6-7. This assists in the moderation of judgements between primary and secondary phases of education. We believe there should be a common understanding of standards right through the education process.

10 Monitoring and review

10.1 Our assessment coordinator is responsible for monitoring the implementation of this policy. We allocate special leadership time for this task. The coordinator uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

10.2 This policy will be reviewed in line with the Governors' Policy Review Schedule.