



## **Assessment Policy**

### **1 Introduction**

- 1.1** 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. Lesson plans are based on a detailed knowledge of each pupil. We give parents regular feedback on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

### **2 Aims and objectives**

- 2.1** The aims and objectives of assessment in Parkwood 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 Senior Management Team and governors with information that allows them to make judgements about the effectiveness of the school.

### **3 Planning for assessment**

- 3.1** We use the Literacy and Numeracy Strategies, the QCA schemes of work, and the school schemes of work, to guide our teaching. The guidance in these documents helps us identify each child's level of attainment. Opportunities for assessment are identified within each broad unit of work.
- 3.2** Lessons are planned with clear learning objectives, based upon the needs of each child, and with clear expected outcomes. We try to ensure that all tasks set are appropriate to each child's level of ability. Children who do not achieve, or exceed the expected level, are noted; this informs the planning for the next lesson. It also provides a record of progress made by the class.
- 3.3** Formal assessment takes the form of national tests in Years 2 and 6. Years 3, 4 and 5 take the optional QCA tests. Results from these tests, together with teacher assessment, form the basis for target setting for the following school year.

### **4 Target setting**

- 4.1** 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 for all children during each academic year, including science for Key Stage 2. We discuss individual targets where necessary and communicate these to parents. At the end of the

year the progress of each child is reviewed and revised targets set. Where appropriate, children are involved in the process.

## **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 think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.
- 5.2** Objectives for individual lessons are taken from the broad learning objectives within the school's schemes of work. These in turn reflect the demands of the National Curriculum. The progress of each child is recorded against these broad objectives. Teachers are then able to make a judgement about the work of each child in relation to the National Curriculum levels of attainment. The progress of each child is monitored, and this information is passed on to the next teacher at the end of the year.
- 5.3** Record sheets for English, Mathematics and Science are maintained from Year 1 to Year 6, and are updated termly by classteachers and support staff. These are stored in the class assessment file together with other relevant information such as IEPs and target setting documents. The files are passed on to the next teacher at the end of 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 work.
- 6.2** Parents have the opportunity to meet their child's teacher once a term. At each meeting the targets for the child are reviewed and next steps discussed. In the summer term the child's written report is discussed and targets identified for the next school year.
- 6.3** Towards the end of the summer term parents receive a written report of their child's progress and achievements during the year. Comments are written for all subjects of the National Curriculum and on religious education. Parents are invited to feedback on the report during Open Evening.
- 6.4** In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests.
- 6.5** We offer parents of pupils in Reception are offered the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher and nursery nurse.
- 6.6** Each of our classteachers produces a termly newsletter that identifies the main areas of study for that particular class, this includes suggestions for ways that parents can support their child's learning.

## **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.

- 7.2** We give children verbal feedback on their work whenever possible, either in the lesson, or at the beginning of the next one. When lesson time does not allow for this, we write comments on the children's work during marking. Written comments are given to children of all ages. Comments are not always aimed at the children; often information useful to teachers and parents is noted.
- 7.3** Any written feedback is linked to the learning objective for the lesson, and whether or not it has been met. Next steps may also be identified.
- 7.4** We encourage all children, especially those in Key Stage 2, to review their work critically. This may include activities such as editing a piece of writing, or acting as a critical friend for another child.
- 7.5** Each child has an individual portfolio that contains samples of work from their time in Parkwood. Samples of English, Mathematics and Science are assessed termly. These are selected in consultation with the child. Other significant pieces of work may also be included at the child's request. The portfolio represents the achievement of the child over all Key Stages, acting as a reference point for discussion, and providing a lasting reminder of their career at Parkwood.

## **8 Consistency**

- 8.1** The national exemplification material provides a reference point for judgements about the level of children's work. Where appropriate, staff work across year groups, or with colleagues from other schools, to ensure consistency of standards.

## **9 Monitoring and review**

- 9.1** The Assessment Co-ordinator is responsible for monitoring the implementation of this policy, together with the core subject co-ordinators. Monitoring includes looking at samples of work, and assessment files.

**Signed:**

**Date:**