



Mauldeth Road Primary School

Assessment Policy



Introduction

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our aim to ensure that all pupils should achieve to their full potential.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Key Objectives

<p>Using formative assessment to inform teaching, and providing for the learning needs of all pupils. Through:</p>	<ul style="list-style-type: none"> • Ongoing observations • Question and answer sessions with targeted questions • Opportunities for pupils to make their learning visible, for example, on mini-whiteboards and response fans. • Use of visualisers and i-pad mirroring to discuss improvement • Discussions between staff working with groups of pupils • Verbal and written feedback including diagnostic marking (two stars and a wish) • Pre and post-learning tasks, such as hot and cold writing. • Self assessment – traffic lighting of tasks (introduced at Year 2)
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<p>Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school.</p>	<p>We ensure consistency in teacher assessments by:</p> <ul style="list-style-type: none"> • Agreeing details of criteria • Moderating work samples termly, within year groups, for writing. • Moderating work samples termly, within year groups, for maths. • Moderating within year groups termly for reading (from exchange of guided reading groups within year group) • Checking attainment against half termly tests • Joining cluster moderation activities • Discussing consistency in planning sessions • Moderation by Leadership Team of judgements agreed in planning groups
<p>Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress</p>	<ul style="list-style-type: none"> • Setting targets based on an analysis of performance against objectives • Keeping targets visible to pupils • Reminding pupils of their targets and discussing progress towards them
<p>Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home</p>	<p>We inform parents of pupils' targets by:</p> <ul style="list-style-type: none"> • Meeting with parents informally and formally (Autumn and Spring appointments) • Regularly sending home pupils' targets • Sending parents annual written reports with a clear judgement as to whether each child is on track to be below, above or exceeding year group expectations in each subject
<p>Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement</p>	<p>The senior leadership team (SLT) and year leaders are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Assessments are maintained consistently, and teachers are given advice and support in maintaining them • Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment • Checking the results of statutory and optional year-end tests to calibrate teacher assessments and to compare outcomes for different groups within the school

Involving staff in the process of assessment and informing them of the outcomes	<p>To support staff, we:</p> <ul style="list-style-type: none"> • Provide training in assessment processes and appropriate software • Provide relevant documentation • Give feedback to individuals or groups through monitoring activities • Provide opportunities for staff to identify their own training needs through the appraisal process
Sharing information about pupils' attainment	<p>Information about individuals is restricted under our data protection policy to:</p> <ul style="list-style-type: none"> • School staff on a need-to-know basis, i.e. for the purposes of teaching • The receiving school when pupils leave • Professionals who work with the school for advisory purposes

Use of Information

Teaching staff need to be able to establish

- * whether each pupil has learnt what has been taught
- * who needs more help or is ready for extension work
- * who is making better or worse than expected progress
- * whether all pupils, including those with individual plans, are meeting their learning targets
- * whether they need to refine any aspects of their teaching
- * whether there are social or emotional barriers to learning

Senior Leaders, Curriculum co-ordinators and Governors need to establish:

- * whether different groups of pupils in the school are making appropriate progress
- * whether there are any major shortcomings or successes
- * whether the school is on track to reach its pupil attainment targets
- * how pupil attainment in the school compares with other schools
- * which aspects of the curriculum and teaching need to be strengthened
- * what additional support is needed in order for any groups to better access learning

Parents should be informed:

- * whether their child is making appropriate progress
- * whether their child is showing any major strengths or weaknesses
- * how their child is doing in relation to national expectations (where data is available)
- * what they can do to help their child

Reviewed By	Teaching and Learning Committee
Review	Annually
Last Reviewed	November 2018
Next Review	November 2019