

**Assessment Policy**

Created

Review

**Introduction**

Promoting children’s learning is one of the principle aims of a school. Assessment lies at the heart of this process. It can provide a framework in which educational objectives may be set and pupil’s progress charted and expressed. It can yield a basis for planning the next educational steps in response to children’s needs.

**Aims and objectives**

At Christ Church we believe effective assessment:

* Offers all children an opportunity to show what they know, understand and can do to improve
* Enables teachers to plan more effectively
* Helps parents be involved in their children’s progress
* Provides the school with information to evaluate work and set suitable targets
* Improves 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.

**Responsibilities**

SLT work closely together to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress. Progress is reported to Governors 6 times per year at the School Improvement Committee meetings. Data is reported to BDAT and to central government.

**Assessment definitions**

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).

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, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of a step or age related descriptor.

**Tracking pupil Progress and Attainment**

The school has adopted the STAT Sheffield assessment tracking system and the EAZmag Writer electronic tracking system. These allows recording of both formative and summative assessment. Teachers are expected to routinely update the system with their observations of how well the children have understood each element of the curriculum for English and Maths. This should be used to inform future planning and pupil target setting. Each half term teachers will be asked to make a summative judgement of the child’s attainment at that point. Each teacher will attend a **Pupil Progress Meeting** to discuss pupil progress and strategies to ensure that all pupil groups perform well. The majority of judgements made are arrived at by teacher assessment but the rising stars end of unit tests are used in reading, maths and spelling punctuation and grammar in order to inform and evidence teacher judgements.

**Marking and feedback**

We believe that marking and feedback has a significant impact on the potential for children making good progress. Therefore, expectations are clear to all staff about what should be present when giving feedback following a piece of work.

Staff must consistently use a range of symbols and initials to identify key information about the task, for example whether it is guided. This is to show that children have had a range of conditions with which to work and that the teacher and support staff are working with a variety of abilities throughout a unit. The feedback shown in the books during guided sessions in an essential part of the assessment process and it is agreed with staff that the following symbols are written in a child’s book during the time spent working alongside them. Additional feedback / comments should also be added to show the level of support and identify next steps.

SW – shared work

GW – guided work

I – independent work

P – paired work

AD – at a distance from learning (you haven’t learnt about that for a while but you could still do it!)

 you have achieved the LI or SC (WMG)

 you have a next step to work on

FIT – fix it time. You need to do this to practise something you need to work on

Ch – challenge. You have a tricky task to stretch yourself even further.

Purple Pen - It is vital that children are part of the process in order that they feel a sense of ownership of their learning. Pupils should mark their own work against success criteria in order to identify where they have met the criteria. This should be done in a purple pen.

Teachers should mark work against the learning intention and success criteria in green pen

**Put your initials next to the feedback AFTER you have done all of this and you are certain everything has been done.**

**Pupil Targets**

All books should have a target sheet for an individual or small group. These should indicate the skills or knowledge the child must acquire as their next step forwards in learning. Targets should be small steps that link directly to the national curriculum. They should be updated regularly and no less than twice in a half term. Teachers should inform parents of the children’s learning targets.

**The assessment cycle**

Assessment is a never-ending process and as a school, we encourage that children and adults are using assessment to consider next steps of learning.

See Attached assessment cycle diagram.

**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. 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 (which we hold at the end of the spring term) we evaluate their child’s progress as measured against the targets. At the third meeting of the year we review their child’s written report and the targets identified in it for the next school year (see next paragraph).

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 subjects of the National Curriculum, and on religious education. In this written report we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of results of the National Curriculum tests.

We offer parents of pupils in Year R the opportunity to discuss their child’s Learning Profile with the teacher.

At the start of a term 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 term.