

HANDFORD HALL PRIMARY SCHOOL

Assessment Policy

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At Handford Hall Primary School we have due regard for our duties under the Equality Act 2010. Through the delivery and monitoring of Assessment, we will ensure that we:

- eliminate discrimination,
- advance equality of opportunity
- and foster good relations.

Through our policy we are aiming to:

- Recognise and celebrate all pupils achievements
- Provide an evaluation of what has been taught and learned, identifying pupil's strengths and weaknesses
- Ensure continuity and progression
- Ensure that there differentiation in our planning and teaching
- Identify pupils with special educational needs
- Inform parents, support agencies, LA and governors
- Provide pupils with the opportunity to review their work and to self-assess
- Raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Handford Hall we ensure that the targets set for pupils are both realistic and challenging.

Principles of Assessment followed at Handford Hall

Assessment for learning 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 for learning should be part of effective planning of teaching and learning.**

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. Teachers annotate plans daily and use this to inform the next step of learning.

- **Assessment should take account of the importance of learner motivation**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting. This has been fully embedded through the 'Learning Walls' present in every classroom.

- **Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed**

For effective learning to take place, learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.

- **Learners should receive constructive guidance about how to improve**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

- **Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.**

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the SEND coordinator.

Assessment procedure supports all the aims and practices for the SEND policy in helping each child achieve his/her own potential.

(See SEND procedures including One Page Profiles, G & T policy and Marking and Presentation policy).

Reporting Arrangements

The school operates a policy of encouraging parents to talk to staff about their child's progress on a regular basis and not feeling that they have to wait for an organised parent/teacher interview.

The following arrangements are in place for reporting both academic and social progress through the year:

- The school progress for all new parents
- A year-group letter to parents each term outlining the work programme

- New parents meeting for reception children during the term before they start school
- Parent consultations evenings during the school year
- Certificates for pupils' good behaviour and achievements
- The annual report to parents at the end of the summer term giving a statement about the work covered and attained.

Work Scrutiny

All books are scrutinised every half term (including EYFS)

Whole schoolwork audits are carried out in all subjects annually (please refer to subject leaders action plans).

Target Setting

Whole school curricular targets for different Assessment Foci in Literacy and Mathematics are agreed through rigorous analysis of progress and attainment and progress every term

Formative assessment - online formative assessment markbooks.

Assessment is an ongoing process and we have a variety of ways of assessing learning. There are the informal observations where teachers note down particular successes against clear learning objective. Then there are the more formal occasions where knowledge is tested or skills applied. These are recorded on Classroom Monitor. It also enables the individual tracking of pupils to be carried out as well as the progress of particular groups i.e. ethnic minorities and boys/girls.

There are a wide variety of records and assessments available:

- Assessment on Entry
- Wellcom screening
- Focused assessment activities (Star Reader, Puma, Pira, Spellings, Read Write Inc/Fresh Start assessments)
- Questioning/listening
- Consideration of finished work/marking
- Children's own evaluations through Success Criteria with Response Partners
- Class tests
- Diagnostic assessments
- SATS at the end of the Key Stages.