

# **BARLASTON C.E. (VC) FIRST SCHOOL**

## **Assessment Policy**

### **“Let Your Light Shine”**

#### **Our Mission Statement**

“This school is a place of learning, friendship and fun, in a context of Christian values and ethos.  
Where each person is uniquely valued and their gifts and potential are nurtured and developed”

#### **Equality Statement**

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

## **1 Introduction**

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complimentary 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 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, a school year or end of key stage.
- 1.4 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 objective of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do their work
- To help our children recognise the standard 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 and carers that enable 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 long term plan to guide teaching and cover the curriculum in Foundation, KS1 and KS 2. Mid term planning contains broad learning objectives and the breadth of activities to be covered.

- 3.2 We plan our lessons with clear learning objectives. We base these upon 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.
- 3.3 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, and the criteria against which the work is judged.
- 3.4 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

#### **4 Target - Setting**

- 4.1 We set targets in mathematics and Literacy for all our children during each academic year. We discuss individual targets with pupils and communicate these to parents and carers at parents evening. We review the progress of each child continually setting revised targets as necessary. This may be the ends of the lesson, the end of a unit, termly, and /or yearly.
- 4.2 Teachers in Foundation and KS1 classes set the new targets, when appropriate for the pupils. Pupils in KS2 set their own targets through discussion with the teacher.

#### **5 Self Assessment**

- 5.1 Children review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents and carers in the process.
- 5.2 In the Foundation Stage, self assessment is carried out in discussion with individual pupils/groups/ whole class. They may give themselves a pat on the back, or a smiley face stamp to celebrate their self assessment/ achievement.

The self assessment in KS1 for maths and literacy takes the form of the numbers 1,2, and 3. Number 1 represents the pupil's self assessment that they have not met the objective. Number 2 represents the pupil's self assessment that they have met the learning objective, and number 3 represents the pupil's self assessment that they have exceeded the learning objective. Pupils also use set success criteria to self-assess against.

The self assessment in KS2 takes on the same form of numbers as mentioned above. Self assessment is used in literacy, maths, science and some foundation subjects.

#### **6 Recording**

- 6.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We record information that is relevant to a child's future learning.
- 6.2 We record assessment on our weekly planning sheets or on sheets in each teacher's assessment folder.
- 6.3 The assessment levels are recorded on tracking sheets for reading, writing, maths and science for each year group, at different levels. These are regularly updated and discussed at staff meetings. Pupils that have under achieved are carefully monitored and intervention is planned where appropriate.