



Barlaston C.E. (VC) First School

“Let Your Light Shine” Matthew 5:16

Assessment Policy

Our Vision Statement

Let your light shine through family, friendship and faith

Our Spirituality Vision

Spirituality is an ever changing journey through life, connecting each individual with something bigger than themselves

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.

Dyslexia Statement

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment

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 objectives 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 strive to ensure that all tasks set are appropriate to each child's ability.
- 3.3 Teachers 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, where appropriate, 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 Self Assessment

- 4.1 Children review their work independently, with fellow pupil or with a teacher (as appropriate to the task). 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.
- 4.2 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 and KS2 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 are ready to move on in their learning. Pupils also use set success criteria to self-assess against, where appropriate to the task. Pupils can also show their understanding of their work by drawing a sad face, indicating they have struggled with the task. A straight line for the mouth drawn on the face to indicate their learning was ok, but they still need more practise, and a smiling face indicating they fully understood their work.

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 record information that is relevant to a child's future learning. We use the LEP system in school to record assessment in science, maths, reading and writing. These are used as an APP grid
- 5.2 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.

Policy Reviewed by the governing body January 2020
To be Reviewed in Jan 2021



Mr. G. Tomblin
Chair of Governors
January 2020.