

SOUTH DARLEY C.E.  
PRIMARY SCHOOL



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# SOUTH DARLEY C of E PRIMARY SCHOOL

## ASSESSMENT POLICY

<b>Person/Committee responsible for reviewing/updating this plan</b>	Headteacher
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# **South Darley CE Primary School Assessment Policy**

## **1 Introduction**

- 1.1** We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

## **2 Aims and objectives**

- 2.1** The aims and objectives of assessment in our school are:
- to enable our children to demonstrate what they know, understand and can do in their work;
  - to help our children 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 that enables 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 teaching and learning in the school.

## **3 Planning for assessment**

- 3.1** We use our school's curriculum plans, to guide our teaching. In these plans we set out the aims, objectives and values of our school and give details of what is to be taught to each year group and when it is to be taught. In our school curriculum plans we also identify opportunities for assessment within each broad unit of work.
- 3.2** We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each individual child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of children's achievements during the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.
- 3.3** In EYFS, we use Eazmag to observe and assess children throughout the year and plan accordingly. Parents are encouraged to contribute to their child's learning journey book and this is used as summative assessment. Since September 2015 we will have used the Durham CEM Baseline Assessment Tool to baseline children. We aim to do this within the first couple of weeks at school to provide a true baseline picture of the child. We will move to the government preferred method when released.
- 3.4** We use objectives from the new national curriculum (2014) to plan lessons and assess children. We involve children in the assessment of their work and provide opportunities for them to comment on their achievements.
- 3.5** We use formal assessments to inform teacher judgments about where the children are in their learning. These are recorded 3 times a year, at the end of each long term.

## **4 Target setting**

- 4.1** Every school is required by law to set targets in numeracy and literacy each year. We set targets in numeracy and literacy for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at the end of each term and set revised targets. We do not set targets for foundation subjects
- 4.2** We also set targets for other areas of work in school. We encourage the children work towards their individual targets and praise them when they are achieved. Targets are reviewed on a regular basis.

## **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. Records of assessment are summarised for parents in the children's reports.
- 5.2** We plan our lessons with clear learning objectives. We are constantly vigilant for pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this.
- 5.3** We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plans. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

## **6 Reporting to parents**

- 6.1** 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.
- 6.2** Each year we offer parents opportunities 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 and evaluate their child's progress as measured against the targets. At the second meeting we also review targets and progress made. At the end of the year we give parents the opportunity to discuss their child's reports and the targets identified for the following year.
- 6.3** 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 provide information on all subjects of the National Curriculum and on religious education. In addition, we write a general comment on the children's progress. We include an opportunity for parental feedback on their report and offer an individual consultation on request.
- 6.4** In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests. Details of levels and standards achieved in end of year assessments are provided for pupils in Years 3, 4 and 5.

- 6.5 We offer parents of pupils in the Foundation Stage the opportunity to discuss the results of the Early Learning Goals Assessments with their child's teacher.
- 6.6 Each of our teachers gives parents weekly and termly updates 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 term.

## **7 Feedback to pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way. (See 'Marking & Feedback Policy').

## **8 Consistency**

- 8.1 All subject leaders are free to examine examples of children's work within their subject area. Subject leaders use the National Curriculum and national exemplification materials to make judgements about the standard of the children's work. All our teachers discuss these, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in our school. We also moderate with other schools within our partnership to ensure our judgements are accurate.
- 8.2 Our Year 6 staff also provide examples of work to our local secondary schools, as we believe there should be a common understanding of standards right through the education process.
- 8.3 We regularly share examples of work with other schools in our cluster in order to moderate the standard of work and to learn from good practice.

## **9 Monitoring and review**

- 9.1 The Headteacher is responsible for monitoring the implementation of this policy. The Headteacher takes time to inspect samples of the children's work and to observe the policy being implemented in the classroom.