

MERE SCHOOL

Assessment Policy

In our school assessment used:

- to identify pupils' progress and achievement,
- as a tool for enhancing future learning – for setting targets,
- to involve pupils in their own learning (self-assessment),
- to help us to:
 - monitor our curriculum plans,
 - plan what we have to do next to help the pupils make progress,
 - set clear, focused learning intentions, and
 - to develop a variety of teaching and learning strategies;
- to provide information to parents about:
 - how we assess their child's progress,
 - their child's strengths and weaknesses,
 - what the child needs to do next in order to improve, and
 - how their child compares with other pupils in the school and nationally.

We collect evidence which we enter into the subject leader portfolios.

We use the system of sampling and assessing children's work in staff meetings to help pupils make progress by:

- ensuring that agreed standards are consistent throughout the school and that teachers are able to make accurate judgements as a result of a shared understanding with colleagues following moderation meetings.
- continuing to raise standards by highlighting areas of strengths and weaknesses throughout the school revealed in subject leader monitoring.
- keeping evidence of shared standards to enable the school to demonstrate our professional judgements to others.

We also monitor progress in:

- mathematics, English and science in the form of pupil's books, worksheets, discussions and testing;
- foundation subjects in the form of pupil's books (where appropriate), observations, discussions, teacher's planning and evaluations and tracking;
- subject leader's notes and records;
- sampling and assessing notes and subject portfolios; and
- individual children's books and progression books.

We assess pupils' achievement by:

- 1 having clear, focused learning intentions. We do this by:
 - identifying the learning objective in medium term and weekly plans,
 - clearly highlighting assessment activities in teacher's planning and recording the outcome of such assessments,
 - using the curriculum framework, Foundation Stage Curriculum Guidance and skills progression to ensure that pupils are developing the appropriate skills as they move through the school.

- 2 sharing the focus of the sessions with the pupils by:
 - clearly identifying the learning intention in planning and ensuring that this is shared with the pupils orally and by writing it on the whiteboard,
 - by expecting pupils at KS1/2 to write the learning intention before beginning their piece of work and discussing it with them during the lesson,
 - by using the plenary and discussions during the lesson to check the child's learning.

- 3 ensuring the pupils understand exactly what they have to achieve in the session by:
 - setting out clear expectations of what is to be done – orally or in writing,
 - setting time limits and expecting work to be completed within that time frame,
 - discussing the work with the pupils during the lesson to ensure that they are making appropriate progress,
 - using prior attainment to match work to the pupils' ability,
 - a traffic light system so that children assess their own understanding of the task.

- 4 providing feedback to the pupils about what they have achieved by:
 - oral feedback during and at the end of the lesson. With younger children much of the marking will be oral,
 - constructive comments in books which inform children what was good about their work and how they can improve further,
 - using the plenary to inform the class in general, groups, or individuals about their successes/areas for improvement,
 - using diagnostic tests such as Optional Maths SATs, Salford Reading Assessment, Vernon Spelling Assessment, CATS and Optional Writing SATs.

Pupils' work is moderated regularly in staff meetings or joint planning meetings. Pupils have a progression book in which they produce an unaided piece of writing termly which is levelled.

Whole school layered targets are set for all ages and monitored by the subject leaders. We discuss these targets and analysis data in termly staff meetings.

We assess pupil's work by:

- observing what the pupil does,
- listening to what the pupil says,
- asking questions, and
- setting specific tasks.

Pupils' work may include:

- written work – rough notes, reports, poems, computer printouts.
- graphic work – diagrams, drawings, charts, photographs.
- 3-D – models, sculptures, constructions.
- oral – spontaneous or planned discussion, presentation, tapes.
- physical – co-ordination, manipulative skills, spatial awareness.

We use our school assessment to help pupils gain confidence as learners by celebrating what our pupils can do, what they know and what they understand by:

- displaying pupils' work around the school,
- presenting work in assemblies,
- presenting work to the whole class (in any form),
- sharing achievement with the wider community, eg feeder/pre-school, church, village organisations, competitions etc.

We encourage pupils to develop positive attitudes towards learning and help them to become motivated learners by:

- selection special work for the school achievement book,
- planning work which is relevant and interesting,
- setting high standards,
- praising pupils when they succeed,
- encouraging pupils to praise each other,
- sharing excellence with the wider community,
- encouraging the development of independence, and
- telling the pupils what they are doing, why they are doing it and how well they are doing it.

We use assessment as a tool to monitor the effectiveness of our curriculum by:

- analysing how effective our plans are in terms of how much progress our pupils make while in the classroom by:
 - matching what the pupils have achieved against our learning intentions,
 - keeping records of pupil progress,
 - evaluating short term plans to assess how much progress pupils have made in lessons,
 - monitoring by the head teacher, SIP, subject leaders and governors,

- receiving feedback from parents at parent consultation meetings twice a year,
- systematically using diagnostic tests.

We change our plans to meet the needs of our pupils by:

- ensuring our termly and weekly plans are well thought out and match the age and ability of the pupils.
- being dynamic in the classroom – if something is not working then we change it and adapt it to the needs of the pupils.
- having a variety of teaching and learning styles we can use to help the pupils make progress (see Teaching and Learning Policies).
- talking to each other about how different activities have worked/not worked.
- re-focusing the learning intention – making it clearer to the pupils (where appropriate).
- using evaluations of lessons to modify work planned.
- making use of pupil's assessment to modify work to match needs.
- having a planning programme of INSET so that all staff have opportunities for professional development to improve their practice.
- being reflective professionals who are prepared to listen to suggestions and make changes where necessary.

Summer 2008

Review: Summer 2011

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Testing Programme

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Profile started	Progression Books		Progression Books		Progression Books Profile completed
Year 1		Progression Books	Spelling Reading	Progression Books		Spelling Reading Progression Books
Year 2		Progression Books	Spelling Reading	Progression Books		SATs Progression Books Reading Writing
Year 3		Progression Books	Spelling Reading	Progression Books		Reading Spelling Maths Optional SAT Progression Books
Year 4		Progression Books	Spelling Reading	Progression Books	CATs	Reading Spelling Maths Optional SAT Progression Books
Year 5		Progression Books	Spelling Reading	Progression Books		Reading Spelling Maths Optional SAT Progression Books
Year 6		Progression Books	Spelling Reading	Progression Books		SATs Progression Books

Testing will take place at the beginning of Spring 2 and the end of summer 2. The results are recorded in the pupil's testing record and progress is tracked by the head teacher. Targeted interventions are made where little or not progress is made. Progress in the Foundation subjects is formally tracked annually

The Progression Book will be added to at the end of each term. Layered targets in Literacy, Numeracy and will be reviewed at the end of each term with the children. Target booklets will be sent home at the beginning of each term and are displayed in the classroom and recorded in the home work books.