



Noam Primary School

Assessment Policy

December 2016

Assessment Policy

Date	Review Date	Coordinator	Nominated Governor
15/12/2016	15/12/2018	Mrs Adele Aremband	Mrs Tova Solomon

We believe this policy relates to the following legislation:

- The Education (School Performance Information) (England) Regulations 2001

Assessment for learning is a major factor of the core principles of our teaching and learning policy. We view it as a way of assisting teachers to modify their teaching in order to improve pupils' performance. We can see the benefits of teachers involving all children in order to stimulate and help them take their next steps in learning.

We are in agreement with the Black and William (1998) definition of assessment as it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.

Within our school, there are two main purposes of assessment:

- **Assessment of learning** (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. All pupils undertake end of key stage tests (SATs). Other testing is ongoing throughout the year and we track assessment results each half term.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, 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. Teachers are continually filling in the assessment ladders and working towards these by planning, group and individual learning as well as intervention groups.

Aims

- To involve children in their learning and to provide feedback to them.
- To encourage children to assess themselves and to understand how they can improve.
- To use the results of assessment to adjust teaching.
- To provide assessment information to pupils, parents/carers and external agencies.
- To work with other schools to share good practice.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

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- appointed a member of staff to be responsible for Assessment;
- delegated powers and responsibilities to the Headteacher to ensure all school are aware of and comply with this policy;
- responsibility to comply with all statutory assessment arrangements;

Role of the Headteacher

The Headteacher will:

- ensure all school staff, pupils and parents are aware of and comply with this policy;
- work closely with the coordinator;
- have in place an effective system to monitor pupil progress;
- ensure statutory assessment is fully complied with;
- enter pupils in to the end of key stage tests;
- report achievements to pupils and parent/carers;
- provide pupil data information to external agencies when requested;
- ensure assessment is a priority of the school's development plan;
- provide guidance, support and training to all staff;

Role of the Assessment Coordinator

The Assessment coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- work closely with the SENCO and subject coordinators;
- collate information for the target setting process;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- organise in-house training;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- review and monitor;

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- report to the Governing Body every term;

Role of Teaching Staff

Teaching staff will:

- assess pupils to ascertain level of attainment;
- plan next stage of learning;
- provide information for record keeping;

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- Submit data every half term;
- report assessments to pupils, parents and school staff;
- keep up to date with new assessment initiatives;
- attend in-house training

Teachers **planning** will show:

- clear learning objectives and outcomes;
- differentiation;
- key questions;
- opportunities for peer and self assessment;
- curricular targets;
- objectives
- lesson evaluation and plans for subsequent lessons

Teachers will give **written or verbal feedback** which will:

- be constructive;
- written in a way so that pupils are able to understand the comments made;
- be centred on the qualities of the work;
- be linked to the learning objectives and learning outcomes;
- identify strengths and weaknesses;
- identify what the pupil needs to do to improve;

Role of Pupils

Pupils will:

- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- be made aware of learning objectives;
- discuss what they have already experienced, know and understand;
- discuss and identify what they need to do to improve;
- self-assess their work;
- discuss their work with a peer
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- hand in homework properly completed and on time;

Role of Parents

Parents will:

- be made aware of this policy;

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- comply with this policy by:
 - attending parent-teacher consultations
 - encouraging their child to undertake home learning tasks
 - being aware of their child's targets
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Target Setting

All children will be given:

- end of year targets in both literacy and numeracy according to the ladder objectives.
- an individual target after each lesson in the form of a wish which is in line with the marking policy of two stars and a wish.

Pupil Records

All pupils have:

- a ladder at the front of their books which is completed with the date to denote when they have achieved part of the target and to be able to track the evidence.

Meetings with Parents

Parents are invited to attend Parent-teacher consultations twice a year in order to be kept up to date with their child's progress.

Parents are informed of all progress or difficulties with their children's progress throughout the year by phone, e-mail or discussion at school.

Reporting to Parents

Parents will receive an annual report summarising their child's progress.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with school staff

Training

We ensure all school staff have equal chances of training and career development.

Periodic training will be organised for all school staff so that they are kept up to date with the assessment procedures and tracking system used.

Headteacher:		Date:	
Chair of Governing Body:		Date:	