

**Twiss Green**

**Community Primary School**

**Assessment Policy**

**September 2021**

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| Date of Approval: | 8th September 2021 |
| Signed: Chair of Governing Body |  |
| Signed: Acting Head Teacher | **Katy Fuller** |
| To be reviewed by: | September 2022 |

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils’ needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

* to provide information to support progression in learning through planning
* to provide information for target setting for individuals, groups and cohorts
* to share learning goals with children
* to involve children with self assessment
* to help pupils know and recognise the standards they are aiming for
* to raise standards of learning
* to identify children for intervention
* to inform parents and other interested parties of children’s progress
* to complete a critical self evaluation of the school

**Assessment for Learning**

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Twiss Green School we will:

* Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
* Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
* Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
* Set individual, challenging targets in Mathematics and English on a regular basis and discuss these with the pupils so that they are involved in the process
* Regularly share these targets with parents to include them in supporting their child’s learning
* Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
* Mark work so that it is constructive and informative in accordance with the marking policy
* Incorporate both formative and summative assessment opportunities in medium and short term planning
* Assess core subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national year group expectation.
* Pass on assessment file to the next class teacher so children can be tracked as they progress through the school

Use Assessment for learning strategies such as:

1. Working walls
2. Targets
3. Sharing success criteria
4. Self and peer evaluation
5. Discussion, talk and modelling
6. Conditions for learning – display

**Formal Assessment Cycle**

Formal assessment is a systematic part of our school’s work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Twiss Green School will include

1. Data from statutory assessments

* [Foundation Stage Profile](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/249995/Early_years_foundation_stage_profile_handbook_2014.pdf)
* Year 1 Phonics test
* Key Stage 1 assessments
* Year 4 tables check
* Key Stage 2 assessments

2. Information from termly and end of year assessments

* Termly writing, reading and mathematics assessments
* On-going teacher assessments in all subjects on a termly basis. The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for each cohort. The discipline of regularly analysing pupils’ attainment will ensure that every pupil has challenging and realistic expectations set for them and that the path of reaching these is determined through effective classroom organisation; careful planning and provision of support where requried.

To achieve this at Twiss Green we will:-

* follow the Assessment cycle and hold termly Pupil Progress Meetings between Class Teachers and Assistant Headteachers
* use information to identify percentages of children working at, above or below Year Group expectations in order to provide additional support where required
* analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Funding.
* set cohort targets for Mathematics and English and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
* work with colleagues, including those from other schools to moderate and level writing every term
* analyse data at the end of academic year to track ‘value added’ progress made by cohorts, groups of pupils and individuals

**Reporting**

Reporting to parents / carers provides the opportunity for communication about their child’s achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils’ attitudes, motivation and self esteem.

At Twiss Green we will:-

• Provide opportunities for two Parents’ Evenings so that parents can discuss how well their child has settled and be made aware of the key areas of learning for each year group and have opportunity for a mid-year progress report.

• Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment

• Discuss pupil progress at the request of parent by appointment.

The assessment co-ordinator will:

* Formulate the school’s assessment policy in consultation with the Senior Leadership Team, staff and governors
* Review the policy regularly in the light of statutory requirements and the needs of the school
* Provide support and guidance with assessment and keep up to date with current information
* Resource school with relevant tests and update assessment cycle
* Maintain the tracking systems and analyse pupil attainment and progress
* Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
* Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
* Report to governors regarding the policy, statutory test results and the progress of cohorts and groups

**Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school and between schools. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Twiss Green we will:

* Meet regularly to moderate writing assessments
* Moderate work through planning and book scrutinies, feeding findings back to members of staff
* Participate in moderation opportunities with other schools including the High School

Written July 2014

Revised January 2019 KF

Reviewed 2021 KF