



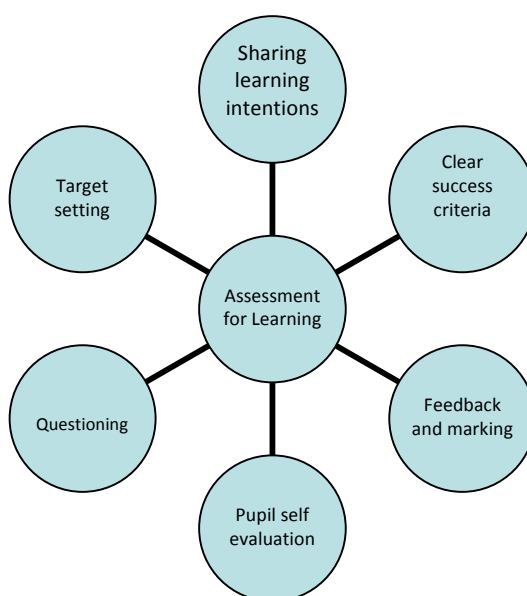
Olveston CEVC Primary School

Policy for Assessment

Definitions:

Assessment: ‘The term assessment 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’ (Black and William, 1998)

Assessment for Learning: ‘Assessment for learning 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’ (Primary Framework, 2007)



Rationale

Assessment lies at the heart of the process of promoting children’s learning. It provides a framework within which educational objectives may be set and children’s progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Aim:

- To develop learning skills, attainment and personal qualities.

Objectives

- To ensure that learning is planned for and that planning is adapted according to the needs of the child/class.

- To provide a positive learning ethos and environment in which children can enjoy learning, and reflect improve and grow in confidence.
- To provide effective oral and written feedback to children.
- To develop peer and self-assessment to enable children to understand the next steps in their learning journey.
- To use targets for the whole school, year groups/classes, groups and individual children to support learning

Assessment for learning – Formative Assessments

Feedback on Learning

The feedback children receive about their learning has a significant impact upon their progress. Being too general or giving broad targets is not helpful. Giving specific feedback helps children to understand how they can improve.

Sharing Learning Objectives and Success Criteria

This provides the focus for feedback from teachers or practitioners and other children, and for children's self-evaluation. There are two elements to sharing learning objectives:

Sharing all the learning objectives across a unit of work as a way of keeping connections clear as the unit progresses. This may include discussing what the children already know at the beginning of a topic, creating mind maps or concept maps, providing a visual display which is referred to throughout the unit, presenting the unit as a list of questions to be explored.

Sharing learning objectives and success criteria for individual lessons. This enables the teacher to focus on the learning rather than the activity. Learning objectives and the success criteria for meeting those objectives are displayed in the classroom on working walls as a point of reference for self/peer assessment.

Oral Feedback

The language used in the classroom reflects the ethos of a learning culture within the school. Teachers and practitioners focus on the fact that challenge means that new learning is taking place. Mistakes are treated as opportunities for improvement and a focus for support.

Written Feedback

Marking focuses on identifying elements of success and one or two areas to improve. It is specifically linked to the learning objective and success criteria. Children are given time to read feedback and carry out improvements on the piece of work in question. Teacher modelling and whole class marking are used to train children to identify their own successes and improvement needs, individually or in pairs.

Peer and Self Assessment

Peer and self assessment are important ways in which children are engaged in becoming self-critical and independent. Time is built into lessons for reflection in structured ways.

Assessment of Learning – Summative Assessments

Assessment of learning is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement.)

Foundation Stage

The foundation stage profile (FSP) is the national assessment scheme for the foundation stage. It is designed to help teachers record observations throughout the year and summarise children's achievements at the end of the foundation stage (usually the end of the reception year). The FSP covers each of the six areas of learning in the foundation stage curriculum. Class teachers and Teaching Assistants use day to day observations to assess progress against the Foundation Stage Profile objectives. These are recorded and assessed within each child's Learning Journey Diary.

Years 1 - 6

At Olveston School, we use summative assessment three times a year (Autumn term 2, Spring term 3 and Summer term 5).

In accordance with national expectations, children will complete SATs at the end of Year 2 and Year 6. Data from the analysis of these test papers will be used to inform planning and set targets throughout the school. Children in Years 3, 4 and 5 will complete optional SATs papers in literacy and numeracy in the summer term 5. Data from the analysis of these test papers will be used to inform planning and set targets throughout the school.

Tracking

Tracking is used to identify patterns of progress of different children as they pass through the school. The evidence from foundation stage profiles, termly teacher assessments, KS1/KS2 SATs and optional SATs is analysed each term to monitor children's expected progress. This data is used to identify patterns in progress throughout the school. Performance of specific groups of pupils is monitored. National and local data is used effectively to make comparisons.

The Assessment Co-ordinator and Head Teacher monitor assessment data in all year groups, three times a year. Monitoring focuses on cohort trends/weaknesses, individual pupil progress and vulnerable groups analysis. Feedback is given to each teacher and next steps identified.

This policy should be read in conjunction with the Creative Curriculum Policy and the Marking Policy.

November 2009

Review date: November 2012