

Keston Primary School



Assessment Policy

Autumn 2009

Introduction

At Keston we believe that effective assessment provides information to improve learning and teaching. 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.

Aims and objectives

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 effectively for the needs of the children;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.
- to ensure the basic skills in literacy and mathematics of all our children are monitored and developed

Planning for assessment

We use our school's Learning and Teaching Policy to guide our teaching in which we set out the aims, objectives and values of our school. We also identify opportunities for assessment within each broad unit of work.

We use the National Literacy Strategy, National Numeracy Strategy and some of the national schemes of work produced by QCA to support our teaching.

We plan our lessons with clear learning objectives, strive to ensure that all tasks set are appropriate to each child's level of ability and based upon the teacher's detailed knowledge of each child. When planning the next steps teachers take into account children who have not achieved.

Target setting

We set targets in Mathematics and English for all our children during each academic year. We communicate these to parents twice a year and discuss these with the children. We review the progress of the children each term. Targets are set in other areas as appropriate. The teacher and child review these on a regular basis.

We ask our older children to review their work with fellow pupils, because we believe that this encourages them to work together and share evidence of progress.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We record only information that affects future learning.

Teachers plan their lessons with clear learning objectives. They note those pupils who fail to meet the learning objective, or who achieve more than was planned, so that they can take the needs of those pupils into account when planning for the next lesson.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum planning. This in turn reflects the demands of the National Curriculum. In English and Mathematics our teachers record the progress of each child against these objectives which enables them to make a judgement every term about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of both the class and the individual child. Teachers pass this information on to the next teacher at the end of each year.

Children who have been identified as under achieving are tracked and monitored throughout the school.

Reporting to parents

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.

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year the teachers give an overview of the work to be covered and expectation of the progress to be achieved. At the Spring meeting we discuss their child's progress as measured against their targets.

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 write individual comments on all subjects of the National Curriculum and on Religious Education. In reports for pupils in Year 6 we provide details of their child's levels achieved in the national tests.

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 and the children are encouraged to use this system when working with response partners. (see marking policy)

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We use WALT (We Are Learning To) and success criteria to focus the children's learning. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

In order to develop self evaluation we encourage the children to make comments about their own work and that of fellow pupils. This is done individually, through response partners or in a group.

We try to allow time for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Consistency

Subject co-ordinators use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels so that they have a common understanding of the expectations in each subject within their year group. By doing this we ensure that we make consistent judgements about standards. Systems for tracking the progress of children in English, Mathematics and Science are in place throughout the school.

Monitoring and Review

The Head teacher and the assessment co-ordinators are responsible for monitoring the implementation of this policy. They regularly attend updates on Assessment run by the L.E.A. The Head teacher and subject co-ordinators inspect samples of the children's work and ensure that the policy is being implemented in the classroom.