



ASSESSMENT POLICY

Signed	
Role	Chair of Governors
Date	11 December 2018

Approved by (Committee)	ACL
Date approved	11 December 18
Review frequency	Yearly
Date of next review	January 2020

At Northwood Primary School we believe that effective assessment is central to improving learning and progress. Our aim is to encourage our pupils to be active in their own learning and we achieve this by:

- Sharing learning goals and creating success criteria with our pupils.
- Involving pupils in self-assessment.
- Using effective questioning.
- Providing written and verbal feedback which leads to pupils recognising their next steps and how to take them.
- Having the confidence that all our pupils can improve.

Our policy and practice aim to foster 'assessment for learning', but we also recognise the need for summative assessment (formal testing) because they fulfil different, yet parallel purposes. We base our planning on a detailed knowledge of our pupils and provide regular reports on progress so that pupils, teachers, parents and governors are working together to improve learning across the school. We understand that any assessment undertaken at Northwood has a strong influence on the motivation and self-esteem of our pupils. It is our intention that this policy ensures entitlement for **all** pupils.

Assessment at Northwood will be used:

- **First and foremost to improve the quality of learning and teaching.**
- To obtain feedback so that future learning can be properly matched to learner's needs.
- To help learners make progress
- To motivate learners
- To involve learners in their own self-assessment
- To diagnose particular difficulties the learners are encountering.
- To report progress and achievements to parents, learners, colleagues and other interested parties.
- To monitor and evaluate the learning

Roles and responsibilities in assessment:

Class teachers

- Provide a supportive environment where assessment can be carried out without damaging self-esteem and motivation.
- Share clear learning objectives and planning with children and support staff.
- Use assessment information to inform planning.
- Give constructive feedback to learners in both an oral and written context.
- Report to parents on progress, attainment and next steps.
- Carry out statutory and school based tests
- Note significant progress, above or below expectations
- Ensure all pupil information is transferred according to the school policy.
- Identify learners in need of extra support and liaise with SENCO to write MEAPS.

SENCO

- Provide a supportive environment where assessment can be carried out without damaging self-esteem and motivation.
- Liaise with class teacher and the head teacher.
- Monitor learners' progress against MEAPS.
- Maintain the SEN register.
- Undertake specific assessment tasks as required.
- Liaise with external agencies.
- Provide training for LSA's.

Subject Leaders

- Ensure the curriculum has clear learning objectives
- Monitor the subject to ensure assessment informs learning and teaching.
- Use all available data to make changes to learning and teaching as required
- Interpret and analyse data for core subjects to produce an annual overview and set targets for future improvement.
- Report to HT and Governors on standards.
- Generate subject portfolios.

Head Teacher

- Ensure policies are up to date, regularly reviewed and consistent with each other.
- Disseminate information and ensure support and training for colleagues.
- Liaise with SLT to ensure coherence.
- Make assessment procedures clear to all staff and ensure they are followed consistently.
- Provide development opportunities for staff.
- Ensure the school meets statutory requirements.
- Review the implementation of assessments
- Determine priorities in the School Development Plan
- Monitor the quality of assessment, recording and reporting (ARR)
- Report to parents and governors on standards and progress.

Equal opportunities and racial equality

Assessment procedures are undertaken equally with all pupils regardless of gender, race, socio-economic or cultural background. All staff endeavour to make balanced judgements of pupil attainment without being influenced by preconceived ideas and prejudices. Northwood School is committed to working towards racial equality, promoting positive approaches to difference and fostering respect for pupils of all cultural backgrounds.

Marking and Feedback

(See separate Feedback Policy)

Marking and feedback at Northwood Primary School are effective when:

- Practice is consistent and in line with the overall policy on assessment, recording and reporting throughout the school.

- Feedback is provided for learners about their work promptly and regularly.
- Both oral and written feedback is provided where appropriate.
- Feedback focuses on a response to learning objectives, criteria for success and the effort the learners have put in (growth mindset)
- We provide learners with opportunities to assess their own learning and that of their peers.
- We ensure learners understand their achievements and know what their next steps should be.
- Information gained is used to adjust the plans for future learning.

Pupil self-evaluation

Pupil self-evaluation at Northwood is effective when:

- The emphasis is on thinking, articulation and effort (growth mindset)
- Self-evaluation questions are related to the learning objective.
- Effective verbal or written feedback is given.
- Self-evaluation questions are modelled by the teacher.
- It is an established feature of all lessons.

Pupil self-evaluation does not happen by accident, learners need to be taught the skills and opportunities for this should be provided regularly.

Individual pupil target setting is logical next step after self-evaluation and effective marking and feedback. We set targets that are based on learners' current understanding. We expect the targets, with effort, to be achievable, thus avoiding damage to motivation and self-esteem. If our pupils consistently do not meet the targets set for them then we must evaluate their appropriateness. It is essential that targets emanate from the learners where appropriate. We recognise that not all our pupils will possess the skills to set their own targets due to age or ability and will need to be supported.

Recording

Recording is effective at Northwood when we:

- Keep records which are manageable and in line with school policy.
- Use professional judgement in deciding what we need to record.
- Record learners' significant progress and achievements on the basis of agreed criteria, such as key performance indicators on the new National Curriculum.
- Involve learners in reviewing their own work and recording progress.
- Keep evidence for clearly defined purposes e.g. to help learners and their parents gain a better understanding of their progress.
- Use examples of learners' work to help them to understand their success and next steps.
- Provide and pass records which are clear and easy to interpret and which people understand and are useful.

Our record system is organised in with the following:

- Planning (annotated)
- MEAPS

- Individual pupil reports
- Windscreens
- Standardisation portfolios
- Test papers
- Reading records
- Pupil premium/SEN trackers
- Survey of Need
- Records of meetings with parents/carers.
- Attendance

Reporting

Reporting is effective at Northwood Primary School when:

- We provide information on how a learner is performing in relation to the key performance indicators in the new National Curriculum.
- We provide information on how a learner is performing in relation to their own progress.
- We provide clear, easily understood information to parents and carers about progress and attainment.
- We identify areas to be supported and those to be celebrated.

Parental Consultation Meetings:

Parents and carers are invited to attend consultation meetings at least twice annually and in the majority of cases the learners are expected to attend also. These meetings are a 3 way process to discuss learning and effort and to agree next steps. In the event of a member of staff identifying something that needs to be addressed they will call a meeting with parents. In the same way parents are encouraged to express any concerns and can make an appointment to see a relevant member of staff that suits both parties. We believe in the need to work effectively in partnership with parents and keep them informed of any concerns or barriers to learning the children may be experiencing.

Annual Written Reports to Parents:

We provide a written report to parents and carers annually which complies with statutory requirements. We aim for these reports to be jargon free and concentrate on positive aspects of the learners' school experience. These reports become part of our record-keeping and they are used as part of our transition arrangements at the end of the school year.

Analysis of Summative Tests:

At Northwood Primary School we believe that a learners' achievement is not always directly influenced by their participation in testing procedures and it is as important to use the ongoing assessments that have been gathered through each lesson. However, analysis of summative testing allows us to do the following:

- Identify trends in performance and indicate areas of strength and those for improvement.
- Provide evidence changes in organisational and teaching strategies in order to raise standards.

- Compare the performance of different groups of learners.
- Compare the performance with the national and local picture.
- Set appropriate targets to aid school improvement.
- Identify changes in policy and practice, reaffirm or revise their effects and change the SDP accordingly.