



Assessment Policy

Believe, Achieve, Celebrate

Reviewed September 2021 M Woodhouse and Teaching Staff

Reviewed November 2023 M Woodhouse

Policy on Assessment
(see also Marking and Feedback)

1 Introduction

- 1.1 At Thurnby Mead Primary we believe that effective assessment provides information to improve teaching and learning. To do this in our Academy, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels. This type of assessment enables teachers to undertake gaps analysis to plan for rapid closing of gaps.
- 1.4 We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

- 2.1 The objectives of assessment in our Academy are:
 - to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents and carers that enables them to support their child's learning;
 - to provide the Principal and governors with information that allows them to make judgements about the effectiveness of the Academy.

3 Planning for assessment

- 3.1 We use our Academy's curriculum plan to guide our teaching. In this plan, we set out the aims, objectives and values of our Academy, and give details of what is to be taught to each year group. In our Academy curriculum plan, we also identify opportunities for assessment within each broad unit of work.
- 3.2 To support our teaching, we use the National Curriculum 2014.
- 3.3 We plan our lessons with clear learning objectives. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.4 Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- 3.5 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

- 3.6 We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

4 Target-setting

- 4.1 Every Academy is required by law to set targets in mathematics and English each year for those pupils who are in Year 6. We in fact set targets in mathematics and English for all our children, during each academic year. We discuss individual targets where necessary and communicate these to parents and carers. We review the progress of each child at the end of the academic year.

Recording

- 5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
- 5.2 Through our planning process, we note those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next session.
- 5.3 We use Bromcom and RAG Sheets to monitor and analyse children's progress across the curriculum. During Academic Transition Meetings at the end of the year, teachers share children's levels of progress and attainment.

6 Reporting to parents and carers

- 6.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in Academy. We encourage parents and carers to contact the Academy if they have concerns about any aspect of their child's work.
- 6.2 Twice a year, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the Academy year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold during the spring term), we evaluate their child's progress as measured against the targets.
- 6.3 During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next Academy year.
- 6.4 In reports for pupils in Foundation 2, Year 1, Year 4 and Year 6, we provide details of the levels achieved in the statutory assessments.

7 Feedback to Pupils

- 7.1 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 learn to understand it.
- 7.2 We prioritise verbal feedback on the children's work throughout lessons. At appropriate times we write brief comments on the children's work. Whole class feedback is provided to target specific misconceptions and move learning on.
- 7.3 We recognise that self and peer marking is powerful and enables children to clarify their ideas on progressing to the next step.

- 7.4 As appropriate we allow time at the beginning of each lesson for the children to absorb any feedback and respond. We encourage and teach children to edit and improve their work, to help develop their independence and critical thinking skills.

8 Inclusion and assessment for learning

- 8.1 Our Academy aims to be an inclusive Academy. We actively seek to remove any barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality and including pupils with disabilities or special educational needs.

9 Moderation of standards

- 9.1 All subject leaders study examples of children's work within their subject area. Subject leaders 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. By doing this, we ensure that we make consistent judgements about standards in the Academy.
- 9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

10 Monitoring and review

- 10.1 Our assessment lead is responsible for monitoring the implementation of this policy.
- 10.2 Senior staff monitor pupils' overall progress on a regular basis and pupil progress meetings identify targeted support for children.
- 10.3 This policy will be reviewed every two years or sooner if required.