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| **Assessment** |

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| **Date** | **Review Date** | **Coordinator** | **Nominated Governor** |
| 04.09.2019 | 04.09.2021 | Wendy Jacobs | Curriculum Committee |

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

* Education Act 1996
* Education Act 1997
* Standards and Framework Act 1998
* Education (National Curriculum) (Temporary Exceptions for Individual Pupils( (England) Regulations 2000
* The Education (School Performance Information) (England) Regulations 2001
* Education Act 2003
* Equality Act 2010
* Education Act 2011
* Data Protection Act 2018

The following documentation is also related to this policy:

* Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2

(Qualifications and Curriculum Authority 2002)

* Equality Act 2010: Advice for Schools (DfE)
* Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
* The National Curriculum in England Framework Document (DfE) 2014
* Data Protection: a toolkit for schools (DfE)
* Preparing for the General Data Protection Regulation (GDPR) - Information Commissioner's Office

Assessment for learning is a major factor of the core principles of our teaching and learning policy. We view it as a way of assisting teachers to modify their teaching in order to improve pupils’ performance. We can see the benefits of teachers involving all children in order to stimulate and help them take their next steps in learning.

We are in agreement with the Black and William (1998) definition of assessment as it ‘ 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’.

Within our school, there are two main purposes of assessment:

* **Assessment of learning** (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. All pupils undertake end of key stage tests (SATs) in England only and a baseline assessment is undertaken by all pupils during their first half term. Other testing also takes place during each key stage.
* **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, 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.

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

**Aims**

* To involve children in their learning and to provide feedback to them.
* To encourage children to assess themselves and to understand how they can improve.
* To use the results of assessment to adjust teaching.
* To provide assessment information to pupils, parents/carers and external agencies.
* To ensure compliance with all relevant legislation connected to this policy.
* To work with other schools and the local authority to share good practice in order to improve this policy.

**Responsibility for the Policy and Procedure**

**Role of the Governing Body**

The Governing Body has:

* appointed a member of staff to be responsible for Assessment;
* delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
* responsibility to comply with all statutory assessment arrangements;
* responsibility for ensuring that the school complies with all equalities legislation;
* nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents;
* the responsibility of involving the School Council in:
* determining this policy with the Governing Body;
* discussing improvements to this policy during the school year;
* organising surveys to gauge the thoughts of all pupils;
* reviewing the effectiveness of this policy with the Governing Body
* nominated a link governor to:
* visit the school regularly;
* work closely with the Headteacher and the coordinator;
* ensure this policy and other linked policies are up to date;
* ensure that everyone connected with the school is aware of this policy;
* attend training related to this policy;
* report to the Governing Body every term;
* annually report to the Governing Body on the success and development of this policy.
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The Headteacher will:

* work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
* work closely with the link governor and coordinator;
* have in place an effective system to monitor pupil progress;
* ensure statutory assessment is fully complied with;
* enter pupils in to the end of key stage tests;
* report achievements to pupils and parent/carers;
* provide pupil data information to external agencies when requested;
* ensure assessment is a priority of the school’s development plan;
* provide resources to support this policy;
* monitor the performance of pupils by analysing data and by discussion with class teachers;
* provide leadership and vision in respect of equality;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy by:
* monitoring learning and teaching through observing lessons
* monitoring planning and assessment
* speaking with pupils, school personnel, parents and governors
* annually report to the Governing Body on the success and development of this policy.

**Role of the Assessment, Recording, Reporting Coordinator**

The ARR coordinator who is also the Headteacher will:

* lead the development of this policy throughout the school;
* work closely with the nominated governor;
* work closely with the SENCO and subject coordinators;
* collate information for the target setting process;
* compile moderation portfolios;
* organise in-house training;
* provide guidance and support to all staff;
* keep up to date with new developments and resources;
* review and monitor;
* annually report to the Governing Body on the success and development of this policy.

**Role of Teaching Staff**

Teaching staff will:

* assess pupils to ascertain level of attainment;
* plan next stage of learning;
* provide information for record keeping;
* report assessments to pupils, parents and school personnel;
* keep up to date with new assessment initiatives;
* attend in-house training.

Teachers **planning** will show:

* clear learning objectives and outcomes;
* key learning skills;
* differentiation;
* key questions;
* opportunities for peer and self assessment;
* curricular targets;
* references to previous learning;
* objectives and success criteria;
* lesson evaluation and plans for subsequent lessons

Teachers collaborate on the planning of all areas of the curriculum to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

**Long Term Planning**

* details what is to be taught over the year
* provides teaching guidelines and overall objectives for each year group for the whole year

**Medium Term Planning**

* organises the subject into termly or half-termly sections
* is more detailed and the objectives are more specific in nature
* is developed by the teachers, who respond to the needs of their pupils
* ensures a balanced distribution of work is undertaken across each term

**Short Term Planning**

* details the subject curriculum over the week
* plans lessons in detail with specific class objectives
* sets individual learning goals for each pupil

Teachers will give **written or verbal feedback** which will:

* be constructive;
* written in a way so that pupils are able to understand the comments made;
* be centred on the qualities of the work;
* be linked to the learning objectives and learning outcomes;
* identify strengths and weaknesses;
* identify what the pupil needs to do to improve.

**Role of Pupils**

Pupils will:

* be aware of and comply with this policy;
* learn to take pride in their work;
* produce work of a high standard;
* listen carefully to all instructions given by the teacher;
* ask for further help if they do not understand;
* participate fully in all lessons;
* participate in discussions concerning progress and attainment;
* be made aware of learning objectives;
* discuss what they have already experienced, know and understand;
* discuss and identify what they need to do to improve;
* self-assess their work;
* discuss their work with a peer
* treat others, their work and equipment with respect;
* support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
* talk to others without shouting and will use language which is neither abusive nor offensive;
* hand in homework properly completed and on time;
* wear correct uniform
* liaise with the school council;
* take part in questionnaires and surveys.

**Role of Parents**

Parents will:

* be made aware of this policy;
* comply with this policy by:
* attending parent-teacher consultations
* encouraging their child to undertake home learning tasks
* being aware of their child’s targets
* writing a response to their child’s annual report
* encourage effort and achievement;
* encourage completion of homework and return it to school;
* provide the right conditions for homework to take place;
* hand in homework on time;
* support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

**Target Setting**

All children will be given:

* individual targets which is set after discussion with the class teacher;
* targets in English, mathematics and science.

**Pupil Records**

* Pupil records are kept on Scholarpack
* Assessments and records are shared with pupils and parents

**Meetings with Parents**

Parents are formally invited to attend Parent-teacher consultations three times in order to be kept up to date with their child’s progress. Our open door policy ensures good communication between parents and teachers so pupils’ successes or problems are shared regularly.

**Reporting to Parents**

Parents will receive an annual report summarising their child’s progress. Parents are encouraged to provide a written response to the child's annual report.

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

* School website;
* Staff Handbook;
* Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
* School events;
* Meetings with school personnel;
* Written communications with home such as newsletters and of end of half term newsletters;
* Annual report to parents;
* Headteacher reports to the Governing Body;
* Information displays in the main school entrance;
* Text messages
* Email
* Social media:
* Facebook
* School blog

**Training**

All school personnel:

* have equal chances of training, career development and promotion
* receive training on induction which specifically covers:
* All aspects of this policy
* Curriculum
* Monitoring and Evaluation
* Homework
* Marking and Feedback
* Target Setting
* Teaching and Learning
* Equal opportunities
* Inclusion
* receive periodic training so that they are kept up to date with new information
* receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed bi-annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

**Linked Policies**

* Curriculum
* Homework
* Marking and Feedback
* Monitoring and Evaluation
* Target Setting
* Teaching and Learning

**See Appendices Documents section on Policies for Schools Website**

* Monitoring Implementation and Policy Effectiveness Action Plan
* Initial Equality Impact Assessment

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| **Headteacher:** |  | **Date:** |  |
| **Chair of Governing Body:** |  | **Date:** |  |