High View Primary Learning Centre

Policy:	Assessment	
Written by:		
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1. Intent and Aims:

Schools within the Every Child Matters Academy Trust hold children at the heart of all that we do. We aim to provide EVERY CHILD with early help and support to remove barriers to learning, and an education that raises aspiration, resulting in excellence and enjoyment. This will enable all children to fulfil their potential and maximise their life chances.

It is through monitoring, assessment and record keeping within our school that individual progress is tracked and children's learning needs are met to enable all children to achieve their highest potential.

Aims

We aim for high quality teaching and learning, and at the heart of this is effective assessment, underpinned by our belief that all pupils can succeed.

The aims of assessments are to enable:

· Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress

· Target setting

· Pupils to demonstrate what they know, understand and can do in their learning

· Pupils to have an active role in identifying their own learning needs and know how to improve their work

· Parents to support their child's learning

· Leaders to evaluate and continually improve on the quality of provision for all pupils.

2. <u>Legislation and Guidance</u>

We use three main forms of assessment: in-school formative, in-school summative and national standardised summative assessment. Pupils are assessed against age-related expectations as set by the National Curriculum and pre-determined by the ECM Trust.

The policy's objectives are based on principles of good assessment, as identified by the Department for Education, and good practice identified during subject network meetings in the local area.

3. <u>Roles and Responsibilities</u>

The Senior Leadership Team (SLT) are responsible for ensuring that:

- Assessments are maintained consistently, and teachers are given advice and support in maintaining them

To support staff, we:

- Provide training in assessment processes and appropriate software

- Provide relevant documentation

- Give feedback to individuals or groups through monitoring activities

- Provide opportunities for staff to identify their own training needs through the appraisal process.

4. <u>Implementation: Organisation/Planning/Inclusion</u>

<u>Using formative assessment to inform teaching, and providing for the learning needs of all pupils</u>

Typical methods of formative assessment include:

- Question and answer sessions

- Targeting questions

- Ongoing observations

- Opportunities for pupils to make their learning visible, for example on whiteboards

- Discussions between staff working with groups of pupils

- Verbal and written feedback both during and after lessons

- WISK (What I should know) tasks routinely to support remembering more

<u>Recording pupils' skills, knowledge, abilities and achievements using consistent standards and approaches across the school</u>

We ensure consistency in teacher assessments by:

- Agreeing details of criteria

- School moderation in staff meetings

- Year group moderation across the Trust and annual moderation activities

- Discussing consistency in planning sessions

- Feeding back

In school we formally assess every 10 weeks. As part of formal and informal tracking, school undertakes:

- Ongoing tracking of pupils' achievements in lessons

- Ongoing summative data tracking which inform progress meetings and attainment. These are shared at Trust level with analysis

<u>Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress</u>

Pupils are involved in contributing to their short-term targets by:

- Discussing areas of development

- Keeping targets visible to pupils i.e. Objective sheets

- Reminding pupils of their targets and discussing progress towards them.

<u>Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home</u>

We inform parents of pupils' targets by:

- Meeting with parents informally and formally (Parent Meetings offered termly)

- Sending parents annual written reports

- Sending home termly pupils' targets through parent meetings

<u>Sharing information about pupils' attainment</u>

Information about individuals is restricted under our Data Protection Policy to:

- School staff on a need-to-know basis, i.e. for the purpose of teaching

- The receiving school when pupils leave

- Professionals who work with the school for advisory purposes

5. <u>Impact: Monitoring Arrangements</u>

The Senior Leadership Team (SLT) are responsible for ensuring that:

- · Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment
- · Inclusion Review Meetings and Pupil Progress Meetings evaluate group and individual progress data.

6. Links to other policies

- Data Protection policy
- Remote Learning policy

Appendix 1

Assessment during Remote Learning

All teachers will continue to follow the National Curriculum. Teachers will continue to assess the needs of the pupils and provide the work necessary to meet their needs. Through feedback and assessment the teachers will provide appropriate learning tasks.

- Staff will be assessing the work completed, whether this be in school or at home. Based on the needs of pupils, staff will ensure effective, quality Wave One teaching through the videos, tasks, modelling and structure of the lessons to ensure the pupils are able to access the task and continue to make progress. Where necessary, contact/support will be provided should further scaffolding need to take place.
- Throughout the day all staff will be on a rota whilst being in school, to provide feedback for all pupils. This can be done through written feedback, comments on Seesaw, questions asked for challenge and contact through Zoom to provide detailed and necessary support.
- Staff will continue using assessment as a tool for teaching and learning. School will continue to use AfL (Assessment for Learning) techniques throughout each subject to support the needs and challenge of each pupil. Where gaps arise, staff will support and provide the essential learning tasks to address these.
- School will continue to monitor the pupils' engagement with the online learning daily.
- All staff to monitor and evaluate that all tasks are meeting the needs and interests of the pupils to ensure active engagement.
- Only essential feedback is given to pupils: marking and feedback should be used to support learning, and challenge the learning. This is to support the work load of all staff who are in school and supporting those at home.

Subject leaders and SLT, during their management time, will be able to access Seesaw for their areas of responsibility and monitor the activity.