



Tennyson Road Infant School

Highfield Road, Rushden, Northants, NN10 9QD

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Headteacher: Miss Caroline Hall B.A. Hons P.G.C.E NPQH

www.tennysonroadinfants.org.uk

ASSESSMENT POLICY

Safeguarding our children is our priority. All concerns must be reported to our Designated Safeguarding leads: Miss Hall, Mr O'Ceallaigh, Mrs Smith and Mrs Hilbourne.

INTRODUCTION

We believe that effective assessment provides information to improve teaching and learning. 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 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 that accurately reflects the need of each child;
- 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

PLANNING FOR ASSESSMENT

- We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.
- We use a variety of strategies, schemes and resources to support our teaching. We use our professional judgement and evidence to track pupil attainment and progress, and so enabling our teachers to compare standards of individual cohorts against National Standards.
- We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. 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.
- We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of these assessments; we record only information that affects future learning.
- 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.
- 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 this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.
- In reports for pupils in Year 2 we also provide details of the attainment achieved in the national tests.

We offer parents of pupils in Year R the opportunity to discuss the results of the Baseline Assessment with their child's teacher.

Each of our teachers gives parents a termly update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during term time.

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.

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 lesson time does not allow for verbal feedback, we write comments on the children's work during marking. 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.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

We allow time at the beginning of each lesson 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.

We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum age related expectation (ARE). This allows us to monitor the progress of each child.

Each teacher enters individual children's attainment into our O-track program three times a year enabling us to track the progress of both individuals and groups of children throughout the whole of Key Stage 1. Tapestry is also used in EYFS.

Subject leaders use moderation 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 of each subject. By doing this we ensure that we make consistent judgements about standards in the school.

MONITORING AND REVIEW

Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate time for this vital task. The co-ordinator uses time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

REVIEW AND UPDATE

Reviewed: May 2019

Signed by:

Head Teacher: Miss C Hall

Chair of Governors: Mr R Ball

Review date: May 2020