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1.0 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 a 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.

There are different types of assessment:

(i) Formative assessment is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

(ii) Summative assessment occurs at defined periods of the academic year, such as pre-determined tests, (for reading and maths only) or at the end of a unit of work. Summative tests help teachers in making year stage "best fit" assessments and are also of use in determining the overall subject progress.

Our data is available on Sharepoint to all staff. We use formative assessment processes including: Basic Key and Skillbuilder (BKSB), Rising Stars, NAPPS and ACCESS Reading Assessments. Specific forms have been created for teachers to input the progress of the children in reading, writing, maths and science (Secondary only) on 3 occasions throughout the year. This then helps us to identify the progress of individual children, and discuss this during Pupil Progress Review meetings.

Progress meetings are held regularly times throughout the year, during these meetings, the progress of the children is discussed by looking at data that has been collected over the period that a child has been at the school. Points for action are made, (provision map) and specific areas of support are identified. These meetings are integral to the school being able to allow children to make progress from their individual starting points.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 AIMS AND OBJECTIVES

- 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 needs 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.

3.0 PLANNING FOR ASSESSMENT

We use our school's curriculum and frameworks from relevant examination boards 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 we also identify opportunities for assessment within each broad unit of work.

We use the 2014 curriculum objectives to guide our planning for Literacy and Maths. As part of this we use NAPPS (New Barn Assessing Pupil Progress) to help us to identify each child's level of attainment in these subjects. The foundation subjects are planned for using the National Curriculum. Assessment in these subjects comes from the attainment progress as outlined in the 2014 National Curriculum Objectives.

We plan our lessons with clear learning intentions. 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.

4.0 TARGET SETTING AND FLIGHT PATHS

We set targets in Mathematics and English for all our children at the start of each academic year to ensure that children are on target to make progress which is at least in line with the national average. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child 3 times throughout the year, and set revised targets.

Each child has a target sheet linked to their Provision Map. Each child is provided with a simplified set of targets in their maths and English book. This has their 'next step' target on, and is fixed in their books so that the children can have access to it in each of their respective lessons. The teacher and pupil then mark off on the sheet when the target has been achieved. When a target is achieved, a new target is discussed with the child, and added to the sheet.

5.0 CONSISTENCY

All subject leaders keep examples of children's work within their subject area. 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. Willow Farm and Home Farm both retain examples of work, and share them for inter-school subject specialist feedback, as we believe there should be a common understanding of standards right through the education process.



6.0 MONITORING AND REVIEW

Our Subject Leaders are responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The Special Educational Needs co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

We have an assessment, recording and reporting timeline, which outlines the key assessments that take place in each term.

This policy has been assessed by the governance in order to ensure that it does not have an adverse effect on race, gender or disability equality.