

## **Assessment Policy**

### **1 Introduction**

We derive our Assessment policy from our mission Statement 'Roots to grow, wings to fly, Faith to Flourish' 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, in order 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.

### **2 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 needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school and to inform the formal target-setting process.

We acknowledge that the characteristics of assessment that promote learning are:

- sharing learning goals with pupils;
- helping pupils to know and to recognise the standards they are aiming for;
- involving pupils in self-assessment;
- providing feedback which leads to pupils recognising their next steps and how to take them;
- Intended to build in pupils the confidence to improve;
- involving both teachers and pupils in the reviewing and reflecting on assessment data.

### **3 Planning for assessment**

Most assessment is carried out formatively by the Classteacher on a daily basis to inform next steps in learning. Summative assessments take place at the end of each term. NFER tests are used to give a standardised score of where each child is at the end of the term. These results are used to track progress and any child not maintaining progress is highlighted and interventions are put in place to enable them to progress. We also use Star Maths and star reading tests in accelerated reader as a progress measure.

### **4 Target setting**

All pupils have the target to achieve or exceed Year Group expectations by the end of Year 6. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at the end of each term and set revised targets.

We also set targets for other areas of work in school. We encourage the children to set their own targets that are linked to aspects of their individual work e.g. remembering capital letters and full-stops; forming letters and numbers correctly; beginning a new line with a new speaker.

In our Foundation Stage, pupils' next steps are clearly identified through our tracking. Targets are shared with the children on an informal basis. For example: social skills or early writing stages.

A format for pupil tracking has been developed and is used on a termly basis to evaluate pupil progress and plan for next steps.

As a staff, we review our Assessment policy on a regular basis.

## **5 Recording**

We recognise various methods of recording assessing a child's learning. The type of recording that we make varies from subject to subject. We keep a yearly tracker for English and maths and record children's progress in the foundation subjects.

## **6 Reporting to parents**

There are three formal occasions during the academic year when parents have the opportunity to discuss their children's progress. 1 in each term.

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 also send home a short progress report at the end of the Autumn and Spring terms.

In reports for pupils in EYFS, Year 1 (Phonics) and Year 6 we also provide details of the levels achieved in the national tests.

Parents of pupils with Special Educational Needs also meet with our SENCO.

Tatham Fells has an 'open – door' policy and parents are always encouraged to make appointments to discuss concerns or stay informed of their child's progress.

## **Tatham Fells CE (VC) Primary School**

### **Assessment Policy**

Signed (Headteacher): Fiona Ip

Signed (Governing Body representative): Helen Wilkinson

Date: January 2025

Review date: January 2028