



Madni Assessment Policy (Primary School)

At Madni Primary 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 and to identify areas in which they have succeeded. This allows us to base our short term planning on a detailed knowledge of each pupil. We give parents regular feedback on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

The aims and objectives of assessment in our school are:

1. To enable our children to demonstrate what they know, understand and can do in their work;
2. To help our children understand what they need to do next to improve their work;
3. To allow teachers to plan work that accurately reflects the needs of each child;
4. To inform dialogue that enables parents to support their child's learning;
5. To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of learning and teaching;

Types of Assessment:

Formative: This 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. Results and observations are kept in teacher's own record books, or the children's books.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests, QCC Optional Tests or at the 'end of a unit's of work. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level for pupil records.

End of Term Summative Tests (Years 1 to 6) – Maths, Reading and SPAG

Strategies for Assessment

-Verbal feedback

Teaching and support staff discuss work with pupils whilst it is in progress. This provides children with immediate guidance on how to develop their learning further.

- Marking of work

Work is marked with the children present as far as possible in order to provide immediate feedback. Relevant comments to guide improvement are written where appropriate and work may be annotated with information on performance against objectives or the level of confidence/independence the work was completed with.(For further details see Marking Policy)

-Lesson evaluation

After each lesson taught, teachers make evaluative assessments on the effectiveness of the lesson towards pupil progress and attainment.

-Support staff feedback

Classroom Support Assistants give verbal and/or written feedback as directed by their class teachers

-Target setting

Children are set targets to support their learning. Targets are set termly for reading, writing, numeracy and science. Children are made fully aware of their targets and as a result know what they need to do to develop their learning.

-Questioning

Teachers may use discussion and questioning to assess pupil's knowledge and Understanding. Questioning can be done at various points in the lesson.

-Observation

Observation of pupils is used throughout the school. Both teaching and support staff use observation to feed into ongoing assessments.

-Formal assessments

At the end of every term, we hold an Assessment Week using summative test papers. These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year.

This Test Week is followed by a Pupil Progress Meeting whereby the class teacher, the Senior Management Team and intervention team meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are

working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the Primary Manager will carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan intervention and to raise standards.

Following this parent's review will take place where results and pupils progress is shared with parents. Children undertake formal assessment procedures only when necessary, for example, we comply with all government requirements for end of Key Stage assessment. Any formal assessments are used, as far as possible, as formative rather than summative assessments.

In addition to KS1 and KS2 tests, the school also uses optional tests for years 3, 4 and 5.

Assessment in the Foundation Stage

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Foundation Stage Profile that is based on the teacher's on going observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded in the Profile.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes e.g. Significant outcomes
- Teacher's mark books
- National baseline, Early Learning Profile
- Numeracy Key Objectives
- Individual portfolios

Assessments are carried out termly. This data is logged onto KSM (information management system), targets are set at the beginning of the academic year and reviewed at the end of each term.

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the National Curriculum subjects. This is completed by the teacher towards the end of the academic year and transfers with the child to the next class, or moves with them to the next phase of their education.

Reporting

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage them to contact the school if they have any concerns about any aspect of their child's work.

Also, twice yearly we offer parents and carers the opportunity to meet their child's teacher formally. Teachers are also freely available on a daily basis, the Primary Manager and the Headteacher are always available to discuss children's progress by appointment. This way there are ongoing opportunities to discuss their child's progress.

During the year we give all parents and carers a written report detailing their child's progress and achievements during the year. In this report we also identify target areas for the next school term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. We also comment on the child's attitude to work and behaviour.

In this written report we include a space for parental feedback. In reports for pupils in Year 2 and year 6 we provide details of the levels achieved in the national tests.

Monitoring and review

The primary Manager/head teacher are responsible for monitoring the implementation of this policy, they inspect samples of children's work and observe the policy being implemented in the classroom.

The policy is reviewed every two years