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	<b>Name</b>	<b>Date</b>
<b>Name of Policy</b>	<b>Assessment Policy</b>	
<b>Prepared by</b>	<b>Dallington School</b>	<b>Summer 2020</b>
<b>Checked and Reviewed by</b>		
<b>Ratified by Board of Governors</b>		
<b>Next School Review</b>		<b>Summer 2022</b>

## **Assessment Policy**

### **1. Rationale**

At Dallington we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

### **2. Aims and objectives**

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

### **3. Types of assessment:**

At Dallington School, we use a combination of formative and summative assessment as outlined below:

#### **Formative Assessment (Assessment for Learning – AfL)**

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual

- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

### **Summative Assessment - Assessment of Learning**

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

## **4. Planning for assessment**

- The National Curriculum Programmes of Study and Early Years Foundation Stage Curriculum are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- The National Literacy Strategy, National Numeracy Strategy and the Dallington School Curriculum are used to inform our curriculum overview and schemes of work. We use the assessment guidance in these documents to help us identify each child's level of attainment.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

### **Assessment and Reporting in the Foundation Stage**

Ongoing observations are made and recorded of each child in the foundation stage. These observations are made in light of the assessment criteria provided by the EYFS Curriculum. Levels for each criterion are entered into 'Early Essence'. This happens three times a year in October, February and June. Profile scores in June are also made, recorded and sent to our Local Authority. At Dallington we have a strong policy that are observations feed and inform our planning.

### **Assessment and Recording in Key Stage 1 and 2**

- Teachers use assessment for learning to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.

- Year group targets set expected National Curriculum levels for individual children to reach at the end of each academic year.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- GLassessment tests are used as part of the assessment process to identify progress and gaps in learning.

### **5. Assessment Methods/Materials:**

Teachers use a range of assessment tools and materials (including analysis of children's work in books, reading records and results of class tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of published tests are used to inform teacher assessments against assessment focuses using the tracking grids for reading, writing and maths.

### **6. Moderation**

In the Foundation Stage and Transition moderation meetings are held periodically. In Middle School we have a writing moderation meeting planned for the end of the spring term.

### **7. Review**

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit.

### **8. Staff Responsible for Implementation**

Maria Blake	Headteacher
David Woodward	Assistant Headteacher
Tina Saedi	

### **Formative Assessment and Focused Marking:**

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in learning.

Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

### **Frequency of Marking**

At least once a week, teachers should write a comment and next step target on the children's work in literacy and maths.

The school recognises that often the best way to communicate next steps is through verbal feedback given directly to the child by the teacher; however, a record of this should be made in the pupil's book, along with the next step.

## **Writing**

Focused marking of children's writing should relate to either the specific learning objective or the next step target for each child.

Teachers should not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling errors may be corrected provided children are given an opportunity to practise them.

## **Maths**

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to assess the steps needed to enable them to make further progress. It is often only necessary for the teacher to mark some of the calculations on a page in order to judge whether the child has understood the concept.