

Assessment of Learning Policy

Introduction

Assessment is the way in which we keep track of what pupils are learning in each subject and the progress that they are making. At The Mayflower Federation, our teachers continuously assess the individual progress of each pupil, enabling them to use this information to plan for next steps in learning. Effective assessment has a positive impact on learning by maximising progress.

Aims

All of our Assessment processes are carried out to help children learn effectively by:

- Assessing their achievements in order that the appropriate next steps in their learning may be planned in co-operation with the teacher, thus providing a framework for target-setting
- Assessing their overall achievement in a systematic way in order to inform all interested parties and to provide appropriate help and guidance
- Using the assessments to evaluate and plan teaching strategies
- Providing information for parents and colleagues, assisting transfer, for guidance/referral, and for OFSTED and the DfES

Assessment at The Mayflower Federation takes place at three levels:

- **Ongoing (formative) assessment** – These assessments take place in every lesson through questioning and discussion with the pupils, and marking of their work. It is these assessments that teachers use to adjust and plan next steps in learning to ensure that what is being taught best fits the needs of all pupils. Teachers further use these assessments to ensure that all pupils receive the correct amount of support and challenge.
- **Medium-term (Summative) assessment** – At three key points in the year (Autumn, Spring and Summer), an assessment of children's progress in Reading, Writing, Maths and Science takes place. This is in the form of 'Teacher Assessments', where the teacher is making a judgement based on consistency of work in lessons, the acquisition and demonstration of knowledge and skills and any appropriate tests.
- **Long-term (End of Key Stage) assessment** – During the Summer term each year, pupils in Year 2 take part in the Standard Assessment Tests and Tasks (SATs) in reading, writing and maths. In Year 6, pupils take part in the Standard Assessment Tests in reading, maths and spelling, punctuation and grammar (SPAG). Children in the Foundation Stage (Nursery and Reception) are assessed against areas of the curriculum using Foundation Stage Profile.

Throughout the Key Stages, Children are also encouraged to reflect and evaluate their own and each other's learning in a variety of different ways.

Assessment is a continuous activity although there are specific times for certain assessments such as:

- On entry to school
- Progress against objectives during a unit of work
- Evaluations of lessons
- Portfolios of work from the core subjects. These are selected at the end of the academic year by the child and the teacher and include the child's self-evaluation
- Marked work
- The use of computerised assessments at the end of each term
- The use of SATs tests at the end of all years
- Target setting for individual children. These are updated at least three times a year (October, March and July)
- End of year reports

Approaches

Our approaches to assessment are both inclusive and rigorous:

Each pupil must be given every opportunity to show what they know, can do and understand regardless of race, religion, ability, gender, class, sexual orientation or special educational need.

We utilise a variety of assessment techniques to gain a wide range of evidence: observation, discussion, questioning, writing, drawing, feedback sessions, mapping, drama, etc.

We use a marking policy which ensures meaningful communication between pupil and teacher and consistency throughout the school.

End of term Teacher Judgements are made, recorded and tracked via our electronic Assessment tracking programme, Target Tracker. The progress of each pupil is tracked against key performance indicators in each subject area. These assessments are then analysed by SLT in order to inform provision in each class to maximise progress of all pupils and target attainment levels.

Teaching and learning activities are planned with assessment in mind. Teacher planned assessment tasks are based upon commonly identified and clear criteria that are relevant to a broad and balanced curriculum.

Accuracy and consistency of teacher assessments are quality assured through a process of moderation within and between schools using national material and by developing a school portfolio of moderated work.

Involving all Parties

The most effective Assessment is an active and three way process involving teachers, children and parents.

The TEACHER needs to plan for assessment by:

- Identifying the learning objectives for the children
- Deciding the learning outcomes that indicate that the children understand what they have learned
- Deciding how to record the progress made
- Deciding how to pass this information on to others

The CHILDREN will understand and be more actively involved in the learning process if they:

- Know what the teacher wants them to learn
 - Understand the activities that they are to do
 - Know how to show their learning to the teacher
 - Are involved in the recording of their achievements
 - Are involved in the reviewing of their own work and the setting of their future personal targets
- The PARENTS will be more involved in their child's learning if they:
- Are well informed of progress including strengths and weaknesses
 - Can discuss how they can help
 - Contribute positively through comments on the annual reports

Reporting to Parents

We actively encourage parents to be involved in their children's learning. We are proud to work in partnership with all our parents. We facilitate this by:

- Holding a Termly Parents evening. In Autumn and Spring, each parent is invited to meet with the class teacher to discuss their child's progress and targets for the following term. Parents are given a termly report which highlights key achievements in reading, Writing and Maths as well as targets for improvement. During these meetings, there are also opportunities to look through their child's work, discuss their progress and ways to support their child at home. At the end of the academic year, in the Summer term, parents receive a written report about their child's progress in all subject areas.
- Encouraging parents of children with Special Educational Needs to meet with the SENDCO and attend annual reviews.
- Teachers being available for meetings by appointment at a mutually convenient time.
- Holding whole school parent workshops and briefings to disseminate information regarding educational topics, changes in school practice and curriculum updates.