



Assessment Policy

Policy Date: Spr 2017
Review Date: Spr 2019

Introduction

We aim for high quality teaching and learning, at the heart of which is effective assessment, supported by our commitment to the 7Cs.

We use 3 principal forms of assessment: in-school formative, in-school summative and national statutory summative assessments.

Aims

The aims of assessment are to enable:

- Pupils to demonstrate what they know, understand and can do in their learning;
- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, ensure all children make progress;
- Parents to support their child's learning;
- Teachers to set appropriate targets;
- Pupils to have an active role in identifying their own learning needs and know how to improve their learning; and
- Leaders to evaluate and continually improve the quality of learning and teaching.

Key Objectives

1) Using formative assessments to inform teaching and providing for the learning needs of pupils.

Typical methods of formative assessment include:

- Question and answer sessions
- Targeting questions
- Ongoing observations
- Opportunities for pupils to make their learning visible, e.g. on whiteboards

- Discussions between staff and groups of pupils
- Verbal and written feedback

2) Recording pupils' skills, knowledge, abilities and achievements using consistent methods.

We ensure consistency in teacher assessments by:

- Using agreed Feedback and Marking practices
- Following the frameworks of Big Maths and the Big Write
- Moderating Writing each term
- Maths and English Book Reviews and Learning Walks
- Joining Pyramid and Local Authority moderation activities

3) Using a systematic approach to target setting.

Involving pupils and parents by:

- Discussing targets with pupils
- Sending copies of targets home at the start of each term
- Keeping targets visible for pupils
- Reporting on progress at Parent Consultations and in end of term reports
- Setting new targets when current ones are met

4) Systematically monitor and evaluate pupils' progress.

Teachers, Subject Leaders, the SLT and Governors monitor and evaluate progress using:

- Early Excellence Baseline Assessments (EExBA)
- Good Levels of Development (GLD) and Average Total Points Scores (ATPS) at the end of the Foundation Stage

Progress in Understanding Mathematics Assessments (PUMA) and Progress In Reading Assessments (PIRA) through Key Stage 1.

- Phonics Screening Checks
- Key Stage 1 SATs
- NFER Assessments in Maths, Reading and Grammar through Key Stage 2
- Key Stage 2 SATs

- RAISEonline
- Suffolk School Improvement Summaries
- Support for teachers in 1:1 meetings and team teaching

5) Keeping staff up to date with relevant CPD.

Teachers, and other staff where relevant, will receive training on school and national assessment systems through:

- In-school training by school leaders and/ or outside agencies in PD Days, staff meetings and individual support as necessary
- Consulting with staff to identify their own training needs as part of the Performance Management cycle
- Attending Local Authority training on national developments
- Support from Subject Leaders and the Senior Leadership Team
- Subscription to commercial online support, e.g. Andrell Education for the Big Write, Big Maths, PUMA & PIRA, NFER mark sheets and data analysis

Equal Opportunities

This policy conforms with the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. We recognise our legal duty to make reasonable adjustments for disabled children, or those with Special Educational Needs.