

Askern Moss Road Infant School
POLICY FOR ASSESSMENT
January 2018

Section 1 Policy Statement

Purpose - The purpose of this policy is to describe our assessment practice and the principles upon which it is based.

Aims -

- To use formative assessment to plan and deliver personalised learning.
- To enable children to have ownership of their own learning and to have the opportunity for self and peer assessment.
- Children should know what they are learning, understand what they have done well and know what they have got to do to become even better.
- Marking and feedback should be purposeful, measurable and show progress. The marking and feedback policy should be consistent with this policy and be age appropriate.
- To track the progress of children at least termly and ensure that they are on track to achieve their predicted goals.
- To report to parents on their child's achievement stating whether their child is working within or outside the ARE for their year group.
- To carry out summative assessments at the end of the key stage.
- To use assessment to plan and extend learning.
- To personalise learning for all pupils and abilities.

Rationale - This policy is an integral part of all subjects and forms a basis of marking and feedback across school. This policy supports our school motto of 'Sharing the joy of learning.'

Section 2 Procedures and practice

Teaching:

- All lessons should have a clear learning objective with steps to success / success criteria that are mainly generated by the children. These steps to success should give the children the correct tools to enable them to be successful.
- Feedback within the sessions should inform the children what they have done well and what their next steps are to be even better.
- TT (Teacher talk) symbol be used where the teacher has talked to the child within the lesson with a note about what they spoke about. Improvement should be evident after this.
- Teachers should help children to understand what effective learning is and give them the necessary tools so that they can effectively self-assess/peer assess their work.
- Children should be given opportunities to revisit their learning.
- In order for children to be prepared for the end of key stage summative assessments they should be given opportunities to work independently and work through example questions. They should also be taught the strategies and techniques that they will need to be successful in these tests.

Planning:

Assessment should be planned for and evident on any lesson plans.

SEND/Equal opportunities:

When assessing children's work the needs of each individual child should be taken into account.

Section 3 Concluding notes**Monitoring and review:**

The school leadership team are responsible for monitoring the implementation of this policy and for reviewing it when needed.

Other documents and appendices:

The Assessment Policy should be read in conjunction with our policies for...

Subject policies

Marking and feedback

Teaching and learning policy

Equal opportunities

It should also be read in conjunction with the Early Years Foundation Stage Curriculum and Primary Curriculum 2014

Governor approval and review dates:

This policy was written by the Assessment Coordinator in consultation with staff.

It was adopted by Governors on ...

It is due for review January 2019.

Signed: A. Alcorn Chair of Governors

Signed: K. Tordoff Headteacher