

# Queensgate Foundation Primary School



## Assessment Policy

February 2019

Working together for a successful future



**Assessment Policy**  
**Queensgate Foundation Primary School**

**Policy Review**

This policy will be reviewed in full by the Governing Board on an annual basis.

The policy was last reviewed and agreed by the Governing Board on 12<sup>th</sup> February 2019

It is due for review *February 2020* (up to 12 months from the above date).

Signature ..... *Sillito* ..... Head Teacher      Date ..... *5/3/2019* .....

Signature ..... *R. Webb* ..... Chair of Governors      Date ..... *06/03/19* .....

We believe assessment for learning is a major factor of the core principles of our teaching and learning policy. We view it as a way of assisting teachers to modify their teaching in order to improve pupils' performance. We can see the benefits of teachers involving all children in order to stimulate and help them take their next steps in learning.

We are in agreement with the Black and William (1998) definition of assessment as it 'refers to all those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged'.

Within our school, there are two main purposes of assessment:

- **Assessment of learning** (summative assessment) provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. All pupils undertake end of Key Stage tests (SATs) in England only. Other testing also takes place during each Key Stage.
- **Assessment for learning** (formative assessment), which we regard as the most important kind of assessment, is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (Assessment Reform Group, 2002)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

## Aims

- To involve children in their learning and to provide feedback to them
- To encourage children to assess themselves and to understand how they can improve
- To use the results of assessment to adjust teaching

## Procedure

### Role of the Governing Board

The Governing Board has:

- appointed a member of staff, Mr. R. Chubb, to be responsible for Assessment
- delegated powers and responsibilities to the Head teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring policies are made available to parents
- responsibility for the effective implementation, monitoring and evaluation of this policy
- responsibility to appoint English and Mathematics Link Governors who oversee assessment data in their subject and liaise and link with Subject Leaders

### Role of the Head teacher

The Head teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy
- work closely with the coordinator
- monitor the effectiveness of this policy
- annually report to the Governing Board on the success and development of this policy



## **Role of the Assessment, Recording and Reporting Leader**

The Deputy Head teacher will:

- lead the development of this policy throughout the school
- work closely with the Head teacher and the nominated governor
- work closely with the Inclusion Manager and Subject Leaders
- collate information for the target setting process
- compile moderation portfolios
- organise in-house training
- provide guidance and support to all staff
- keep up to date with new developments and resources
- review and monitor
- annually report to the Governing Board on the success and development of this policy

## **Role of Teaching Staff**

Teaching staff will:

- assess pupils to ascertain attainment
- plan next stage of learning
- provide information for record keeping
- report assessments to pupils, parents and school personnel;
- keep up to date with new assessment initiatives
- attend in-house training
- make pupils and parents aware of their next steps/targets/how to improve their work

Teachers **planning** will show:

- clear learning objectives and outcomes
- key learning skills
- differentiation
- key questions
- opportunities for peer and self-assessment
- references to previous learning
- success criteria
- lesson evaluation and plans for subsequent lessons

Teachers will give **written or verbal feedback** as outlined in the Marking and Feedback policy, which will:

- be constructive
- be centered on the qualities of the work
- be linked to the learning objectives and learning outcomes
- identify strengths and weaknesses
- identify what the pupil needs to do to improve

## **Role of the Senior Leadership Team (SLT)**

The SLT will:

- provide resources to support this policy
- monitor the performance of pupils by analysing data and by discussion with class teachers
- monitor the progress and development of this policy
- assess the impact of this policy

## **Role of Pupils**

Pupils will:

- take responsibility to know their next steps and targets on how to improve their work
- be made aware of learning objectives
- discuss what they have already experienced, know and understand
- discuss and identify what they need to do to improve
- self-assess their work
- discuss their work with a peer

## **Role of Parents**

Parents will:

- be made aware of this policy
- comply with this policy by:
  - attending parent-teacher consultations
  - encouraging their child to undertake home learning tasks
  - being aware of their child's targets/next step
  - writing a response to their child's annual report

## **Meetings with Parents**

Parents are invited to attend Parent-teacher consultations once a term in order to be kept up to date with their child's progress.

## **Reporting to Parents**

Parents will receive an annual report summarising their child's progress.

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- information displays in the main school entrance

## **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Head teacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

