



# Assessment Policy

*"We seek to develop the whole child within a Christian Ethos, preparing them for a happy, healthy and fulfilled life ahead."*

## Assessment

Date	Review Date	Author	Nominated Governor Committee
Sept 16	September 2020	S Kay	Amended and replacement of Assessment and Reporting Policy

We believe this policy relates to the following legislation:

- The Education (School Performance Information) (England) Regulations 2001

At Partney CE Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. We believe that assessment should be thorough, manageable and relevant. 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. Statutory Assessment of Learning takes place at the end of Key Stages, termly assessment points and meets the requirements of Statutory Assessments: End of EYFS, Phonics, Phonics retakes, End of Key stage 1, End of Key stage 2. A baseline assessment is undertaken by all pupils during their first half term in the Foundation stage. Other testing also takes place during each key stage.
- **Assessment for learning** (formative 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 as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## 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.
- To provide assessment information to pupils, parents/carers and external agencies.
- To work with other schools to share good practice in order to improve this policy.



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## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility to comply with all statutory assessment arrangements;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- delegated responsibility for this policy to the Curriculum Committee with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the Curriculum Committee;
- have in place an effective system to monitor pupil progress;
- ensure statutory assessment is fully complied with;
- enter pupils into the end of key stage tests;
- report achievements to pupils and parent/carers;
- provide pupil data information to external agencies when requested;
- ensure assessment is a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- keep up to date with new developments and resources;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff where appropriate to this policy.
- monitor the effectiveness of this policy;



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- lead the development of this policy throughout the school
- organise in-house training;
- Every four years, report to the Governing Body on the success and development of this policy

## Role of the Curriculum Committee

The Curriculum Committee will:

- work closely with the Headteacher
- ensure this policy and other linked policies are up to date;
- ensure that staff and parents are aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

## Role of Teaching Staff

Teaching staff will:

- Mark children's work done in class
- Use Homework and information from parents (when provided)
- Use Observations of play/learning (including photographs)
- Use Questioning and discussions
- Use Specific assessment tasks such as tests and phonics assessments.
- assess pupils to ascertain level of attainment;
- plan next stage of learning;
- provide information for record keeping;
- report assessments to pupils, parents and Head Teacher/Subject Leaders
- keep up to date with new assessment initiatives;
- attend in-house training
- compile moderation portfolios

Teachers **planning** will show:

- clear learning objectives and outcomes;
- key learning skills;
- differentiation;
- key questions;
- opportunities for peer and self assessment;



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- curricular targets;
- references to previous learning;
- objectives and success criteria;

Teachers will give **written and verbal feedback** which will:

- be constructive;
- written in a way so that pupils are able to understand the comments made;
- be centred 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;

(See Marking and Feedback Policy)

## Role of the School Council

The School Council will be involved in:

- giving opinions on marking and feedback, teaching and learning where appropriate, through pupil voice interviews or questionnaires.

## Role of Pupils

Through this policy and Marking and Feedback Policy Pupils will:

- participate in discussions concerning progress and attainment;
- 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
- treat others, their work and equipment with respect;



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## Role of Parents

Parents will:

- be made aware of this policy;
- comply with this policy through:
  - attending parent-teacher consultations
  - encouraging their child to undertake home learning tasks
  - being aware of their child’s targets
  - writing a response to their child’s annual report
- encourage effort and achievement;
- support the school Behaviour Code and give guidance necessary to ensure smooth running of the school

## Target Setting

All children will be given:

- achievable targets that are recorded in their books

## Pupil Records

All pupils have:

- a writing book (Learning Journal / Learning Journey)
- a maths book
- a reading record (for recording homework)

## Meetings with Parents

Parents are invited to attend Parent-teacher consultations twice a year in order to be kept up to date with their child’s progress. In some cases, particularly for SEND children this may be more than twice a year.



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## Reporting to Parents

Parents will receive an annual report summarising their child's progress. Parents are encouraged to provide a written response to the child's annual report.

## 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
- meetings with school personnel
- communications with home such as weekly newsletters
- Headteacher reports to the Governing Body

## Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



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## Monitoring the Effectiveness of the Policy

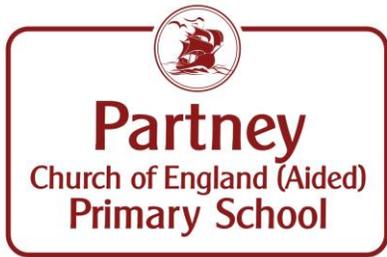
The practical application of this policy will be reviewed every four years or when the need arises by the Headteacher and the Curriculum Committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

## Linked Policies

<ul style="list-style-type: none"> <li>▪ Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<ul style="list-style-type: none"> <li>▪ Homework Policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Marking and Feedback policy</li> </ul>
<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching and Learning policy</li> </ul>

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	



## Initial Equality Impact Assessment

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Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

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Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion										
<b>Does or could this policy have a negative impact on any of the following?</b>	Age	Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y			N	NS
	✓			✓			✓			✓			✓			✓			✓			✓				✓
<b>Does or could this policy help promote equality for any of the following?</b>	Age	Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y			N	NS
	✓			✓			✓			✓			✓			✓			✓			✓				✓
<b>Does data collected from the equality groups have a positive impact on this policy?</b>	Age	Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y			N	NS
	✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

## Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				



**Partney**  
Church of England (Aided)  
Primary School

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• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				