



Curiosity Compassion Courage

Our Vision

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations Christian values and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Assessment

Date	Review Date	Author	Nominated Governor Committee
Sept 16	September 2020	S Kay	Amended and replacement of Assessment and Reporting Policy
November 2021	November 2025		Reviewed – delayed by COVID

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.



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- 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.

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 Pupils and 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.



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- monitor the effectiveness of this policy;
- 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 through review.

Role of the Pupils and Curriculum Committee

The Pupils and 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;

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 electronic 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;
- curricular targets;
- references to previous learning;



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- objectives and success criteria;

Teachers will give **written and verbal feedback** which will adhere to our Marking and Feedback Policy:

- 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 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;

Role of Parents

Parents will be:

- made aware of this policy;
- encouraged to 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
- encouraging effort and achievement;
- supporting the school Behaviour Code and giving guidance necessary to ensure smooth running of the school



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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)

In addition, Teachers hold records of summative and formative assessment electronically and (where appropriate) in mark books

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 will be three times a year.

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



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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.

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

▪ Curriculum	▪ Marking and Feedback policy
▪ Homework Policy	▪ Teaching and Learning policy

Headteacher:		Date:	
Chair of Governing Body:		Date:	