



Green Lanes School Assessment Policy

It is our vision and aim to create a learning experience in which every child will achieve and realise their full potential. At Green Lanes Primary School, we create caring, confident and committed learners for life.

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| Signed by | Signed by Green Lanes governing body |
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| Signed by | Signed by Headteacher |
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| Date reviewed | Autumn 2016 |
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| Due for review | Autumn 2017 |

Purpose

A key aim of the school is that every child will achieve to his or her full potential. We believe that this will be accomplished through a close partnership with parents, pupils taking responsibility for their own learning, and highly motivated, highly skilled staff. The purpose of the assessment policy is to help teachers and pupils know what pupils are doing well and what they need to do to improve. The knowledge gained will be used to inform teaching and to direct learning. It may also be used to identify children who will require specific intervention and targeted support.

Roles and responsibilities of Headteacher, other staff, governors

The **Headteacher** will ensure that:

- national tests are applied in accordance with the statutory framework
- where a subject does not have national standards as a reference then school standards will be provided and standardised assessment will be used to inform teacher assessment of pupil progress
- all teachers receive training on how to use formative assessment to inform lesson planning - this will include setting learning objectives, observing pupils learning, discussion and questioning, and giving feedback
- marking of pupils' learning complies with the school's guidelines (see marking policy), and is used to motivate pupils and to provide them with specific guidance on what further learning is required
- a database of pupil attainment will be used to track and report on individual and group progress
- all pupils will receive a report for each subject in accordance with agreed procedures

Teaching staff participate in both formal and informal moderation sessions in order to ensure that assessment is robust and secure.

- Parents will be informed regularly about their child's progress and how they can support their child. Results obtained in national tests and examinations are shared when appropriate. Parent consultation meetings will take place in October and April every year. Termly progress reports are given to parents to enable them to track their child's learning and support them.
- any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body.

All **staff** are expected to ensure that:

- pupils are actively involved in learning and self-assessment of progress
- care is taken to ensure that assessment is accurate, robust and is evidential (moderation and appropriate CPD takes place)
- each pupil receives feedback about how they have achieved and next steps in their learning, although this may not always be in writing
- Marking is completed in line with the school's marking policy
- results of assessment are used to inform further planning and differentiation.

Pupils are encouraged to take responsibility for their own learning through:

- assessing their own learning and, where appropriate, the learning and work of other pupils.
- developing independent learning strategies through Board, Buddy, Boss, EPOW (Every piece of work)

The **governing body** is responsible for ensuring that the school website includes information about the school's National Curriculum assessment results and comparative data is provided.

Statutory

Foundation Stage

Final assessment profiles at the end of Foundation Stage are submitted to the LEA and reported to parents.

Key Stage One

Phonics screening Year 1- children in Year 1 undertake phonics screening in June each year and the results of these tests are reported to DFE and parents. Children that do not pass the screening receive additional support in Year 2.

Children are assessed by their class teacher throughout their time in Key Stage One. At the end of Key Stage One (Year 2) SATs (Statutory Assessment Tests) are used to support this assessment and a final level awarded for reading, writing, speaking and listening, mathematics and science. Parents are informed of these final levels in the end of year report. These End of Key Stage Assessment results are sent to the LEA.

Key Stage Two

The school administers the Key Stage Two SATs in line with government policy and these SATs papers are internally and externally marked where appropriate. The children are also assessed by their class teacher at the end of Key Stage Two and in line with government legislation. The End of Key Stage Assessment results are sent to the DFE, to receiving schools and are published on the school website. Parents are also informed of these final levels.

Transfer of Reports, Records and Assessment Data

Secondary Transfer

The following information will be sent on to the secondary school at the end of Key Stage 2.

- i) A preliminary information sheet
- ii) Duplicates of annual reports to parents
- iii) The child's academic record
- iv) The child's personal record

Transfer to another primary school

When a child transfers to another primary school, and upon receipt of a request from that school, the following information will be sent:

- i) Duplicates of annual reports to parents
- ii) The child's academic record, including the teacher's latest assessment of progress
- iii) The child's personal record
- iv) Examples of work where appropriate

Arrangements for monitoring and evaluation

Subject leaders and the senior leadership team will oversee marking and assessment practice within their areas of responsibility. Lesson observation and work sampling or scrutiny will be part of this process.

The Headteacher will report throughout the year to the governing body on:

- the outcomes of monitoring, and changes in practice that have resulted from them
- the overall standards of progress and achievement at each Key stage and also including the achievement of those pupils who are disabled, have a special educational need, disadvantaged and the most able.
- the impact of external intervention or support on standards
- feedback received from pupils and parents.

Date established by governing body

Date for full implementation

Date for review