

We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.

We use two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for Learning (AfL)

Assessment for Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.

Assessment of learning

Assessment of learning refers to summative assessment and involves judging pupils' learning and attainment against national standards. Teachers may make these judgements at the end of a unit of work, at the end of each term, and at the end of a key stage. Tests are a straightforward form of summative assessment, though teachers' ongoing assessments of pupils' progress in terms of National Curriculum levels, or sub-levels, will also be mainly summative in nature.

We give our children regular feedback on their learning so that they understand what it is they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

Assessment: aims and objectives

The purpose of assessment in our school is:

- To enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- To enable teachers to record the attainment and progress of pupils;
- To increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;

- To help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
- To enable teachers to provide regular information to parents and carers about their child's progress in learning and enable them to support their child's education;
- To provide the Head Teacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

Planning for assessment

As teachers plan their lessons, so they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. Teachers will also, of course, plan to assess pupils' understanding more formally through the use of tests.

The school uses assessment guidelines, such as those provided in the Assessing Pupils' Progress (APP) materials, to help teachers to assess the National Curriculum sub-level and Education nationale levels which pupils have attained. These assessment materials then help the teacher to determine what knowledge, skills or understanding a pupil needs in order to progress to the next sub-level. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.

Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Learning Goals, and use the EYFS Profile to assess children's achievements and progress.

We use our school's curriculum plan to guide our teaching. This long-term plan follows the Primary Framework for literacy and mathematics and the Programmes of Study of the National Curriculum and the same for Education Nationale. Teachers understand the age-related expectations of the National Curriculum and Education Nationale, in terms of sub-levels, and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or above. For those pupils working significantly below age-related expectations, teachers will plan additional support, sometimes together with the special educational needs coordinator (SENCO).

We plan our lessons with clear learning intentions. These may differ for groups of differing ability or for individual pupils. Where necessary, teachers' short-term planning will make clear this differentiation. This is based on the teacher's detailed knowledge of each child. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning intention with the children, either at the beginning of the lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils

can assess their own learning and that of their peers. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons. Teachers strive to ensure that learning intentions and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address.

Target-setting

Target-setting is used by the school in a number of ways and at a number of levels. Each year group has targets for the whole cohort, for reading, writing, mathematics and science, in terms of the percentage of pupils attaining specific levels by the end of the year, and the percentage of pupils working at age-related expectations or above. We also have targets for the percentage of pupils making good progress, exemplified, for example, by two National Curriculum sub-levels progress in any one year in Key Stage 2. These targets are based on each individual pupil's end-of-year target, which will seek to ensure that each individual makes good progress from their starting point at the beginning of the year. French targets are the ones each year group is expected to reach each year.

Pupils' progress towards their targets is reviewed termly, and targets revised where necessary. We also set learning targets for particular areas of the curriculum, especially reading, writing and mathematics. These will often be group targets or, sometimes, individual. We involve pupils in this target-setting and record these targets at the front of their exercise books, or elsewhere, for them to refer to. We ensure that these 'curriculum' targets relate to the learning intentions and success criteria of lessons, and that pupils are able to review their own progress against such targets. The teacher reviews these with each child on a regular basis.

Recording

We use various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. It is unnecessary to keep a formal record of all these assessments; we record only that which will inform planning for future learning, or contribute towards our overall evaluations of pupils' attainment and progress.

Using the assessment guidelines referred to above, teachers record the progress of each child against age-related expectations. This involves making a judgement about the work of each child

in relation to the National Curriculum and Education Nationale level of attainment. This allows us to monitor the progress of each child. Teachers record this information, at the end of each term, on progress tracking grids, allowing judgements to be made, over time, about each pupil's rate of progress. Care should be taken not to judge progress over too short a period. While we make such on-going assessments at least termly, one term is too short a period to judge progress in terms of National Curriculum and Education Nationale sub-levels, though teachers will record whether pupils are 'on track' to meet challenging sub-level targets, based on an aspiration of good progress. At the end of each year, each teacher shares and discusses this information with the pupils' next teacher.

Teachers in the EYFS will record summative assessments in pupil portfolios.

Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

Twice a year (Autumn and Spring Term), we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At an optional third meeting of the year, we review their child's written report and the targets identified in it for the next school year.

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum.

In reports for pupils in Year 2, we also provide details of the levels achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics. Test results do not always demonstrate accurately the levels at which a pupil is working.

We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual portfolio with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages, appropriate to the child's age, thereby getting them accustomed to reading and responding to teachers' comments.

When we give written feedback to a child, we relate this to the learning intention or the success criteria for the lesson. Comments may also relate to the pupil's targets. We make clear whether the learning intention has been met, and we point to evidence to support our assessment. If we consider that the learning intention has not been met, we make it clear why we think so and what the pupil needs to do to improve. In either case, we identify what the child needs to do in order to produce even better work in the future. In this way, we intend marking comments to be instructional and formative.

It is important to note that not all 'errors', for example, every spelling inaccuracy, will be corrected when a piece of work is marked. Rather, marking will focus on the particular intended learning involved in the task in question.

Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs.

Moderation of standards

All subject leaders study examples of children's work within their subject area. Teachers use national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. External moderators, organised by the Local Authority (LA), may visit our school to moderate and confirm our assessment judgements at the end of the Foundation Stage.

Monitoring and review

Our National Curriculum leader is responsible for monitoring the implementation of this policy. We allocate designated time for this task. The coordinator uses this time to scrutinise samples of pupils' work, teachers' marking and assessment records, and to observe the policy being implemented in the classroom.

Senior staff monitor pupils' overall progress on a regular basis so that possible under-achievement can be identified and addressed as soon as possible.