

Assessment

Date	Review Date	Coordinator	Nominated Governor
09/14	09/16	Richard Street	I Moore

We believe this policy relates to the following legislation:

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

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 and a baseline assessment is undertaken by all pupils during their first half term. 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.

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

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- 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.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Assessment;
- 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;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- 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;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator 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 link governor and coordinator;

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- have in place an effective system to monitor pupil progress;
- ensure statutory assessment is fully complied with;
- enter pupils in to 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;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Assessment Coordinator

The ARR coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- work closely with the SENCO and subject coordinators;
- collate information for the target setting process;
- support moderation of assessments;
- 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 Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;

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- annually report to the Governing Body on the success and development of this policy

Role of Teaching Staff

Teaching staff will:

- assess pupils to ascertain level of 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

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;
- objectives and success criteria;
- lesson evaluation and plans for subsequent lessons

Teachers will give **written or 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;

Role of the School Council

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The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- 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;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents

Parents will:

- be made aware of this policy;
- comply with this policy by:

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- 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
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- encourage effort and achievement;
 - encourage completion of homework and return it to school;
 - provide the right conditions for homework to take place;
 - hand in homework on time;
 - support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Target Setting

All children will be given:

- individual targets where appropriate throughout the course of the year;

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 a termly report summarising their child's progress. This includes an annual report in the summer term. Parents are encouraged to meet with the school to discuss their child's progress.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops

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- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and 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.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

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)

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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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				
• 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				
A statement outlining the overall effectiveness of this policy				
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