

	Paradise Primary School 1 Bretton Street Dewsbury WF12 9BB	Issued and Approved by: Paradise School Governing Body Date: August 2020	Date of review: August 2021
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ASSESSMENT POLICY			

At Paradise Primary School we believe that assessment supports each pupil in achieving their full potential through self reflection and accepting personal responsibility. Pupils are given regular feedback on their learning so that they understand what it is that they need to improve on. This allows teachers to base lesson plans on detailed knowledge of each pupil.

Aims and objectives

- To use assessment as an integral part of planning, teaching and learning
- Regularly and consistently mark pupils written work in ways that highlight the strength and weakness
- To allow teachers to plan work that accurately reflects the needs of each child;
- Use assessments to support teaching and learning
- Enable our children to demonstrate what they know and what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- Provide Head/SMT and governors with information that allows them to make judgments about the effectiveness of the school.

Planning for assessment

At Paradise, we use our school's curriculum plan to guide our teaching. In this plan we set out the objectives and details of what is to be taught to each year group.

We use the National Literacy & Numeracy Strategy alongside the Hamilton schemes of work and the national programmes of study support our teaching. We use the National Curriculum assessment to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability level. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Target setting

We set targets in Mathematics and English for all our children during each academic year. We discuss individual targets where necessary and communicate these to pupils and parents. We review the progress of each child at the end of each term against these targets.

Every child is made aware of what level they are working at, and what targets they need to meet in order to progress to the next level.

We encourage our children to self-assess and evaluate their work as this allows children the opportunity to take responsibility of their own learning and development.

We also set targets for other areas of work in school. We encourage the children to set targets that are linked

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to their individual working habits.

We encourage the children to involve their parents in this process, because we believe that this encourages them to work better. We find this also allows parents to play a greater role in their child's learning.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. A tracker which is a formal record of all these assessments are used for planning work for children, target setting etc.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgment about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child.

Each teacher passes this information on to the next teacher at the end of each year.

Reporting to parents

Parents are given regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work.

Parents get the opportunity to meet their child's teacher in two annual parent's evenings. At the first meeting of the school year (which is held in the second half of the Autumn term) we review the targets that we have identified for their child. At the second meeting of the year (which is held at the end of the Summer term) we evaluate their child's progress over the academic year as measured against the targets set in the first term and any subsequent targets set. Also at this meeting we review their child's written report.

During the summer term, parents are given 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 and on religious education.

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. All teachers are encouraged to mark in accordance to school marking policy.

Children are given a verbal feedback on their work whenever possible. This is done usually when the children are working during the lesson although sometimes feedback is given on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, teachers write comments on the children's work during marking.

Teachers try to mark at least some work with children present so they may discuss the work. Written comments are given to children of all ages. These comments are not always aimed at the children; quite

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often it is useful to both parents and teachers.

When written or verbal feedback is given to a child, teachers relate this to the learning objective for the lesson. By doing so, it is made clear whether the objective has been met. If an objective has not been met, it is made clear why this was the case. In both cases teachers identify what the child needs to do next in order to improve future work.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.