

Egginton Primary School

Assessment

Date	Review Date	Leader	Nominated Governor
April 2024	April 2025	Headteacher	T & L

This policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Education Act 1996 ▪ Education Act 1997 ▪ Standards and Framework Act 1998 ▪ Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000 | <ul style="list-style-type: none"> ▪ The Education (School Performance Information) (England) Regulations 2001 ▪ Education Act 2003 ▪ Equality Act 2010 ▪ Education Act 2011 ▪ Data Protection Act 2018 |
|---|--|

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- The National Curriculum in England Framework Document (DfE) 2014

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.

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.

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

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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.

1. 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.
- To use the results of assessment to adjust teaching.
- To provide assessment information to pupils, parents/carers and external agencies.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

2. 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;
- 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;
- responsibility for the effective implementation, monitoring and evaluation of this policy

3. Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- 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;
- 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 by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy

4. 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;
- references to previous learning;
- objectives and success criteria;

Teachers collaborate on the planning of all areas of the curriculum to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year for mixed age classes
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

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

5. 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;

6. Role of Parents

Parents will:

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

7. Pupil Records

All pupils have a folder of their records

8. 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 – once in the autumn term and once in the spring term.

9. Reporting to Parents

Parents will receive an annual report summarising their child's progress in the summer term. Parents are encouraged to provide a written response to the child's annual report. Additionally, parents will receive reports based on other statutory testing such as Y1 Phonics, Y4 Multiplication Checks and SATs.

10. Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Prospectus;
- School website;
- Staff Handbook;
- Meetings with school personnel;
- Headteacher reports to the Governing Body;
- Email
- Written communications with home such as newsletters

11. Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - Curriculum
 - Monitoring and Evaluation
 - Marking and Feedback
 - Teaching and Learning
 - Equal opportunities
 - Inclusion
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

12. 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.

13. Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

12. Linked Policies

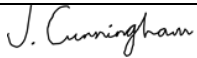

- Curriculum
- Homework
- Marking and Feedback
- Teaching and Learning



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We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives

Headteacher:	 J Cunningham	Date:	April 2024
Chair of Governing Body:	 A Farrow	Date:	April 2024