



# GREENHOLM PRIMARY SCHOOL

## ASSESSMENT POLICY

### Overarching statement

At Greenholm we are a school that is welcoming, safe and creates an environment which values and supports everyone learning. We work hard to create an ethos that promotes inclusive practice for all, by providing a consistent and fair approach, which is supportive of the continual emotional development of all and by demonstrating mutual respect, openness and honesty.

Assessment is the judgement made about a child's attainment, based on knowledge gained through techniques such as observation, questioning, marking and testing.

The principal aim is the Promotion of children's learning. Assessment lies at the heart of this process, it provides a framework for pupils progress to be tracked, it is the basis for planning the next steps in response to children's needs and is an integral part of their learning. Assessment is a tool used to provide learners and teachers with 'feedback' and 'feed forward' (individual and group targets) and is incorporated systematically into teaching strategies and practices at all levels.

### **Purpose and Philosophy**

Assessment for learning is a 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 for learning – Ten Principles - Assessment Reform Group 2002.*

### **Aims**

Assessment should –

- Identify – targets for improvement.
- Feed forward (inform) – class organisation, planning, reports to parents and governors, target setting.
- Diagnose – strengths and weaknesses
- Feedback – Matching learning activities, sharing judgements with the pupils.
- Measure – evidence individual achievement.
- Confirm – general impressions of performance.
- Evaluate – knowledge and skills.
- Monitor – learning programmes.
- Comply – statutory requirements, align assessments with national standards.
- Motivate - teachers and pupils.

### **Assessment Strategies**

At Greenholm we use a variety of tools to attain a picture of where the learners are and what their next step is. The following strategies are used –

- Observations
- PEEL
- PANDA, Data Analysis and Tracking
- Teacher/Teacher observations



- Marking (including dialogue)
- Questioning
- Pupil Self and Peer Assessment (against Learning Objective and Success Criteria)
- Feedback and Feed forward (targets)
- Foundation Stage Profile
- Statutory Tests – KS1 and 2 SATs
- QCA testing Y3,4,5
- End of Unit Assessments
- Lesson and Weekly Evaluation
- Performance Management
- Reporting to Parents (including parents evenings)

### **Assessment For Learning**

- Pupils know what they are learning – learning objectives are communicated with success criteria/checklists that are identified and referred to for peer/teacher marking, ensuring children have clear expectations.
- Opportunities to reflect upon learning and goals are provided – self assessment strategies (traffic lights/ smiley faces/ L.O ✓ / Levels of Involvement)
- Strategies for highlighting areas of difficulty are identified – (Through marking and feed forward)
- Assessment informs practise. – (Lesson evaluations and unit assessments)

### **Responsibilities in the learning process**

We believe that the sharing of assessment information is key in the process of assessment for learning. Children need to know what they can do, and what they need to know next. This practice therefore needs to be embedded within the assessment process.

Teachers identify the key steps in learning through learning objectives and defined success criteria. This leads the activities that the children are engaged in, and provides an indicator of the expected outcome for individuals and groups of children.

Responses to learning – teacher/class/group/pupil, pupil/pupil response are all forms that are important in linking the planning and the learning and identifying the next steps in this. This feed forward is a key element to practice and time needs to be dedicated to this part of the process.

Clarity in these forms of assessment is fundamental to the informing of parents and children in where they are and what they need to do next. Parents are encouraged to share in this process with the sharing of targets for learning and parents consultation meetings where books and samples of tasks completed are shared.