

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Assessment Policy

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Following in God's way
Learning day by day
Working with one another
Caring for each other

1 Introduction

- 1.1 At St Luke's we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2 Aims and objectives

- 2.1 The aims and objectives of assessment in our school are:
- to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children understand what they need to do next to improve their work;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1 We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.
- 3.2 We use the National Curriculum to support our teaching and assessment. We use the assessment guidance from Learning Ladders, Interim Writing Assessment documents, NFER Tests, SAT papers and PM Benchmark (reading) to help us identify each child's level of attainment.

3.3 We plan our lessons with clear learning objectives which are based upon the teacher's detailed subject knowledge and the expectations for each child (Can I...? questions). We strive to ensure that all tasks set are appropriate to each child's level of ability, and lesson plans make clear the expected outcomes for each lesson. We regularly share with the children and ask them to help construct 'steps to success' or 'success criteria', this enables the children to know how to progress independently.

4 Target setting

4.1 Pupils are set targets using Learning Ladders in Mathematics, Reading and Writing based on individual learning outcomes. We set Learning Ladder point score targets at the start of each year. We discuss individual targets with the children and communicate these to parents. We review the progress of each child at the end of each half term. The targets are in the children's Learning Ladder booklets as a reminder to them and for the parents to see.

5 Recording

5.1 We recognise various methods of assessing a child's learning. We record information that affects future learning. English and Maths assessments are recorded in the teachers assessment/record book. Foundation subjects are assessed at the end of each term using a whole school tracking system. The children's knowledge and understanding for that term are assessed against the expectations from the National Curriculum.

5.2 We plan lessons with clear learning objectives. On our planning sheets or assessment files we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

5.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. They are presented to the children in child friendly language, but still 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 judgement 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.

6 Reporting to parents

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

6.2 Twice yearly, we offer parents the opportunity to meet their child's teacher, and at both parent's evenings, targets that we have identified for their child are discussed with them. At the second meeting of the year (which we hold during the spring term) we evaluate their child's progress and give feedback to the parents. At the end of each term, children are awarded teacher assessment Learning Ladder point scores for Reading, Writing and Maths, relating to levels within the National curriculum. These scores are indicative of their progress and are used to report to parents on their pupil's attainment.

6.3 During the summer term, we give all parents a written report of their child's progress and achievements during the year. We write individual comments on areas within English and Maths and on Religious Education and Collective Worship. In this written report we also comment on the child's personal qualities and behaviour and include a space for parental feedback.

6.4 In reports for pupils in Year 2 and Year 6 we also provide details of those who have achieved or exceeded age related expectations. In Year 1 we report on those who have passed the Phonics Screening Test.

6.5 We offer parents of pupils in Reception Year the opportunity to discuss the Early Years Foundation Stage Profile with their child's teacher. Parents are updated on their child's progress during the year and receive a print out showing achievement in all areas with their written report.

6.6 The teachers publish, on their class website, a Research Project web or planning that identifies the main areas of study for that particular class. This enables the parents to know in advance what their child will be learning during the term so that they can then offer their child support.

7 Feedback to pupils

7.1 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 have an agreed code for marking within English and Maths, as this ensures that all staff within the same Key Stage mark in the same way. Each member of staff have their own reward schemes to encourage the children to achieve their potential.

7.2 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, relating to the objectives set for the lesson and indicating where improvement can be made.

7.3 When we give written feedback to a child, whenever possible we relate this to the learning objective for the lesson. By so doing, we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

8 Consistency

8.1 All subject leaders use examples of children's work to make judgements about the standards gained within their subject area. All teachers meet to moderate attainment and progress 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.

8.2 It is each subject leader's responsibility to ensure that they use a variety of methods to be able to make correct judgements about standards throughout school. This is reported in a twice yearly leadership and management subject report/trail.

9 Monitoring and review

9.1 Our assessment leader is responsible for the monitoring and evaluation of this area and therefore the implementation of this policy. We allocate time within the timetable for this.

