

Farrowdale House

INDEPENDENT PREPARATORY SCHOOL

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Assessment for Learning Policy

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Introduction

This school will put into place a successful strategy for the assessment of pupils' achievement to measure attainment, to enhance learning, to improve the rates at which pupils make progress and to report accurately to parents. Our School will have structured and systematic assessment systems that are used effectively to make regular and accurate assessments of pupils' achievement and progress.

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sept 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

Rationale

"Assessment involves two distinct but linked processes, mapped across the whole school and the distinct features of individual subjects. Assessment comes in two forms:

- Summative assessment - those assessments concerned with making judgments about the overall achievement of a child or group over a period of time ... assessment of
- Formative assessment – the assessments that happen day by day and lesson by lesson – as part of good teaching practice ... assessment for" (Garwood 2006)

Objectives

- Teachers to know where pupils are in their learning
- Teachers to show learners where they need to go next to improve
- To show learners how to get there and provide them with the necessary knowledge skills and understanding to be successful and to make good progress.
- For all teachers to use formative assessment to accurately identify each learner's achievement and to ensure that each is making good progress
- To ensure that teaching is effective and that learning is meaningful
- To raise standards
- To support teachers in using assessment to improve and plan provision
- To support of Personalising Learning
- To keep teacher's workload and record keeping to the minimum necessary.

Strategies

- Teachers will use peer and self-assessment.
- Teachers will carry out continuous formative assessment based on their accurate observations of the children they teach.
- Learners will be treated as partners in learning and given immediate feedback and targets for improvement agreed with learners
- Teachers will build a clear profile of learners' achievement across the curriculum supported in their assessment by using accurate judgements of attainment and progress.
- Teachers will use their assessment to shape future planning and target setting
- Assessments will be used for reporting to parents and to those involved in the next stage of education

National standardised summative assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. Teachers have a clear understanding of national expectations and assess their own performance in the broader national context.

A range of 'Nationally standardised summative assessments' are used:

- A phonics test in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1
- National Curriculum tests and teacher assessments at the end of Key Stage 2.

Assessment in the Early Years' Foundation Stage

On entry to the school reception children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. As in both Key Stages, children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Foundation Stage Profile, which is based on the teacher's on going observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded using Tapestry.

Summative assessment in Key Stage 1

Throughout Key Stage 1, children will complete a range of summative assessments in Reading, Writing and Maths. These include:

- Maths assessments to be taken weekly to reflect that week's maths focus to be taken on Friday
- Scholastic maths assessments to take place mid-year and end-of-year
- PIRA reading assessments to take place termly
- Writing assessments to be completed termly (although additional writing assessments may take place if appropriate)
- Statutory spellings to be tested on a termly basis

Summative assessment in Key Stage 2

Throughout Key Stage 2, children will complete a range of summative assessments in Reading, Writing and Maths. These include:

- Maths assessments to be taken weekly to reflect that week's maths focus to be taken on Friday
- Scholastic maths assessments to take place mid-year and end-of-year
- PIRA reading assessments to take place termly
- Scholastic reading assessments to take place termly
- Scholastic grammar and spelling assessments to take place termly

- Writing assessments to be completed termly (although additional writing assessments may take place if appropriate)
- Statutory spellings to be tested on a termly basis

Assessment for Learning

Assessment for Learning should:

- Be part of effective planning of teaching and learning.
- Focus on how children learn.
- Be central to good classroom practice.
- Be regarded as a key professional skill for teachers.
- Be used sensitively and constructively with regard to the emotional impact any assessment, be it verbal or written, may have.
- Take account of the importance of learner motivation.
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.

We believe that children should be aware of how to be successful in a given task or learning opportunity, when they have been successful and why. They should receive constructive advice, feedback and guidance from teachers about how to improve, while, at the same time becoming more reflective and self-managing in assessing their own learning and performance. This enables the full range of achievements of all our children to be recognised.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children's special educational needs and any requirements for support and intervention.

Marking

Marking for assessment

Marking is used at Farrowdale House to enhance the child's learning and focus on how well a child has achieved the learning outcome or success criteria. Children's written and oral work as well as their contributions to lessons can all be referenced and included in marking.

In learning situations teachers should always ensure learning objectives and success criteria are clear to the child.

Marking as feedback

By being specific, good quality oral and written feedback leads to improvements in achievements, which in turn, supports raising standards across school. Direct feedback (written or oral) from the teacher to the child should relate to what is good and what can be improved.

Feedback in books is a combination of specifying attainment and improvement on previous work, and setting targets for future development. It can take place individually, in a group or the whole class. It can be elaborate, or short and sharp in checklist format.

Marking and feedback should be shared with the child when possible.

Effective marking should:

- Provide clear feedback to children about strengths and areas for development in their work.
- Recognise, encourage and reward children's effort and progress
- Record children's progress
- Help parents to understand their child's strengths and areas for development in their work
- Provide children with next steps/targets for improvement
- Address misconceptions
- Be carried out promptly and will normally be completed before the next lesson in that subject (not always possible for longer pieces of work).

Farrowdale House Agreed Marking System Expectations

Our school's approach to quality marking is as follows:

- Staff are to use pink and green pens to mark. "Pink for positive" and "Green to grow" should be used to identify strengths and areas for improvement.
- A learning objective (known as a WALT throughout school) will be shared with pupils. This may be written by pupils or stuck in by staff depending on the age and ability of the class.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, or the presentation but by the teacher's professional judgement.
- Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Children should not receive the impression that things are right when they are not, and they should not be discouraged from being adventurous for fear of having faults emphasised.
- Self-marking and peer-marking to be used when deemed appropriate by the class teacher.