



Cherry Tree Primary School

Assessment Policy November 2016

Aim

A key aim of Cherry Tree Primary School is that every child will achieve his or her full potential. We believe that this will be accomplished through a close partnership with parents, pupils taking responsibility for their own learning, and highly motivated, highly skilled staff.

Purpose

The purpose of the assessment policy is to help pupils know what they are doing well and what they need to do to develop further. The knowledge gained will be used to inform teaching and to direct learning.

Roles and responsibilities of Headteacher, other staff, governors

The **Headteacher** will ensure that:

- national tests are applied in accordance with the statutory framework
- all teachers receive training on how to use formative assessment to inform lesson planning - this will include setting learning objectives, observing pupils learning, discussion and questioning, and giving feedback
- marking of pupils' learning complies with the school's marking policy and is used to motivate pupils and to provide them with specific guidance on what further learning is required
- a database of pupil attainment will be used to track individual progress and inform provision to help meet individual needs
- parents will be informed by a formal report annually about their child's progress and whether it is in line with age expectations. At the end of EYFS, Year 1 (phonics), KS1 and KS 2 the school will report to parents about the results obtained in national tests
- any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body.

All **staff** are expected to ensure that:

- pupils are actively involved in learning and the self-assessment of progress
- care is taken to ensure that assessment builds pupils' motivation, confidence and self-esteem
- lessons begin with clear expectations. Learning objectives and success criteria are shared with pupils. These are reviewed during and specifically at the end of the lesson or series of lessons
- each pupil receives written or verbal feedback about the standards of their work• the marking of work must frequently have next steps which show what is required for the pupil to improve and move on to the next stage of learning
- results of summative and formative assessments are used by teachers to inform further planning, differentiation and provision.



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- Teachers will keep a record of the pupil's assessments and progress in an assessment folder which is passed on to the new class teacher at the end of each academic year.

Pupils are encouraged to take responsibility for their own learning through:

- assessing their own work and, where appropriate, the work of other pupils
- asking for help and advice in improving their work.
- responding to marking comments

Arrangements for monitoring and evaluation

Subject leaders will oversee marking and assessment practice within their areas of responsibility. Lesson observation, learning walks, pupil interviews and work sampling will be part of this process. The leadership team and the governing body will evaluate the success of the policy by asking for subject leader reports in line with the two year governor's plan.

The **Headteacher** will report to the governing body on:

- the outcomes of monitoring, and changes in practice that have resulted from them (e.g. school self evaluation)
- the overall standards achieved at the end of each key stage by gender, ethnicity, Pupil Premium, SEN and any other vulnerable groups compared with national and local benchmarks (e.g. raise on line)
- any feedback that has been received from pupils and parents. (e.g. parent and pupil questionnaires)

Celebration of achievements

- Positive achievements are celebrated in their Records of Achievement and through golden certificates, green cards, Headteacher certificates, house points and stickers.
- Parents are informed of EYFS, Year 1 (phonics), KS1 and KS2 SATs results.
- Progress reports are given to parents during Parent's Evenings in Autumn, Spring and Summer terms.

