



**Believe. Achieve. Succeed.**

## Assessment Policy

In this school our Assessment Policy encompasses: Responding to Children's work, Recording, Reporting, Assessment and Target Setting and is supported by our Teaching and Learning Policy.

We therefore define Assessment as an on-going process which seeks to identify pupils' achievements to ensure progression, continuity and raise attainment.

Its RATIONALE is based on the fact that it seeks to support the following School Aims:

- To offer opportunities for all pupils to reach their full potential academically, physically, socially, morally, spiritually and culturally.
- To provide a broad and balanced curriculum which meets the requirements of the National Curriculum.
- To provide a Partnership with parents ... which will help us to raise expectations and standards.

Therefore:

In our school CHILDREN will have an Assessment process which aims to:

- Accurately identify and track their progress;
- Highlight strengths, weaknesses and difficulties to enable strategies to be devised to help them improve;
- Provides positive feedback that enables them to set targets for improvement and provides them with the strategies needed to ensure successful progress;
- Raise the expectations of success and celebrate a broad range of achievements;
- Provide reliable and credible information to support progression in learning;
- Motivate and actively involve them in review and assessment in order to raise standards.

In our school Teachers will be involved in Assessment procedures which:

- Are based on clear and shared criteria;
- Are meaningful, manageable, sustainable and consistent;
- Support quality and teaching and learning;
- Provide positive feedback to students that helps them understand what they must do to make further progress.
- Yield reliable and valid assessments.

Our assessment of children's work will provide Parents / Carers with informative and feedback which:

- Highlights their child's success and progress and identifies areas for improvement;

- Provides them with positive feedback that helps them engage with their child's education and set targets for their children to make further progress;
- Provides them with opportunities to review and discuss their child's progress;
- Ensures information about their child is detailed, specific and easy to understand;
- Meets with all statutory obligations.

In our school we USE the following kinds of Assessment:

### Formative Assessment:

This type of assessment is at the heart of Assessment for Learning and gives children feedback on how they are doing and advice on what they need to do to make further progress. It is informed by decisions that teachers make every day which can help the teacher to plan the next stage in each child's learning. Formative Assessment depends on evidence and on interpreting that evidence. The things that children say, draw, write, construct or perform during the course of the school day are all sources of evidence on which formative assessment can be based. Formative assessment is on-going. It promotes feedback / communication, identifies as individual's strengths and weaknesses. It tells them what level they are at and why and makes it clear what they need to do to reach the next level. At its heart is a target setting process, as such it provides information which can result in positive future development.

The table below shows what the purpose of each formative assessment strategy is.

<b>Strategy</b>	<b>Purpose</b>
<b>Planning</b>	Ensures clear learning intentions, differentiation and appropriate delivery of National Curriculum; short term plans show how assessment affects next steps by the development of activities and contain assessment notes for children who need more help or more challenge.
<b>Sharing learning intentions / objectives:</b> With children (for every task)	Ensures pupil is focused on the purpose of the task, encourages pupil involvement and comment on own learning; keeps teacher clear about learning intentions / objectives.
<b>Pupil self-evaluation:</b> children are trained to evaluate their own achievements against the learning intention (and possibly beyond) in oral or written form.	Empowers the child to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information - the child's perspective.
<b>Feedback:</b> must reflect learning	Tracks progress diagnostically,

intentions of task to be useful and provide ongoing record; can be oral or written.	informs child of successes and weaknesses and provides clear strategies for improvement.
<b>Target Setting:</b> for individuals over time for on-going aspects, e.g. reading and writing.	Ensures pupil motivation and involvement in progress; raises achievement; keeps teacher informed of individual needs; provides a full record.
<b>Celebrating achievement:</b> Making links between achievements explicit, treating all achievements in the same way and creating a learning ethos rather than an emphasis on external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupil to achieve academic success more readily.

### **Summative Assessment:**

This describes what level a pupil has reached at a specific point in time. Assessment information is summarised at particular times to determine achievement, for example at the end of a module of study or at the end of a Key Stage. It gives a standard or level of attainment at a particular time.

### **Diagnostic Assessment:**

Often linked to the outcomes of Formative Assessment. Diagnostic assessment is assessment for particular strengths and weaknesses. It helps to identify children with particular learning difficulties. It is a method of assessment through which specific learning needs or difficulties may be identified in order that the right support may be provided. This assessment should be discussed with the Special Needs Coordinator and teaching assistants who work with a pupil. Results, information, and any strategies decided upon should be made available to all teachers of the individual concerned and should be shared with the pupil and their parents.

### **Self Assessment:**

This is where pupils consider their own learning achievements. The process of self assessment should foster greater self awareness and raise self-esteem. It encourages pupils to take an increased responsibility for their own learning. This in turn should allow individuals to set their own future learning targets, helping them to develop a clearer understanding of what they are expected to learn and how they can make progress. The sharing of learning objectives and success criteria are fundamental to successful self-assessment in raising standards of achievement.

## **Peer Assessment:**

This is a method assessment where pupils assess the performance or achievement of other pupils. It requires pupils to think critically about the achievement of others whilst comparing their own achievement. It should be based on clear criteria which the children understand and which they apply to work they are assessing. As such it should help pupils understand what achievement at different levels looks like and should help them give positive feedback to their peers as well as suggestions on how they could improve. Part of this process involves each individual gaining greater insight into the levels of progression within the topic / subject they are studying and what they need to do to make further progress. An innovative example of this is the interactive learning wall used in some subjects.

## **Strategies and Techniques of Assessment**

Assessment is an integral part of all teaching and learning. Teachers at Seahouses Middle School use a variety of strategies and techniques to enable them to find out more about their pupils' capabilities, achievements and to identify areas for future development. Primary and Secondary assessment methods currently operating in our school include

### **Questioning –**

Talking and Discussing

- Open questions.
- Closed questions.
- Children's questions.
- Reviewing and evaluating with children.

### **Observation**

- Noting behaviour and attitude.
- Looking at expressions and body language.
- Listening to what children say.
- Interaction.
- Observing the process taking place.

### **Marking**

- Written work, e.g. classwork, homework and homework projects.
- Evaluating models, artefacts, drawings, performance in Drama, Music, P.E., speaking and listening activities.

### **Pupil Self-Assessment / Peer Assessment**

- Pupil record / comment sheets (some subjects).
- End of module / topic evaluations (some subjects).
- Evaluation of activities undertaken, e.g. field studies, visits.
- Discussing progress / development with a teacher.
- Use of traffic light systems (some subjects).
- Use of interactive assessment wall (some subjects).

### **Testing**

- End of module tests.
- End of Key Stage tests.
- Screening tests.
- Individual diagnostic tests.

Each subject department will have its own Assessment Procedures available for view / discussion. These have been developed to fit in with the particular nature of that subject, within the whole school guidelines, the type of work undertaken and the assessment opportunities provided by that work.