

## BISHOP MONKTON C of E PRIMARY SCHOOL WHOLE-SCHOOL ASSESSMENT POLICY

Document Status			
<b>Date of Next Review</b>	June 2017	<b>Responsibility</b>	<i>Resources and standards committee</i>
<b>Success Criteria for review completion</b>	Review of Previous Academic Year and policy requirements.	<b>Responsibility</b>	<i>Sue Roome (Chair)</i>
<b>Date of Policy Creation</b>	<b>Adapted school written model</b>	<b>Responsibility</b>	<i>Fran Knowles, Assessment Co-ordinator</i>
<b>Date of Policy Adoption by Governing Body May 2016</b>	<b>Signed Headteacher</b>  <b>Chair of Governors</b> <i>S Roome</i>  <b>Date:</b> <i>4.7.2016</i>		
<b>Method of Communication (e.g Website, Noticeboard, etc) School website, staff meeting and policy folder</b>			

**ASSESSMENT** is an integral part of the education process. Assessment is making a judgment about the achievement of pupils. The use of Assessment information is first and foremost about helping children to learn; it is about a partnership between staff and pupils which encourages, supports and challenges individuals to improve to their highest standards. It can be made by pupils themselves, by teachers, by external assessment or by a combination of these.

Formative and summative assessment will be carried out throughout the whole curriculum in order to assess progress and plan for future learning.

### TARGET SETTING

Targets are set using data from teacher assessment and are always aspirational to ensure we are striving for the highest achievement. Pupils are also made aware of their targets in order to give them ownership over their own learning and progress.

### RECORD KEEPING

All members of staff should keep their own records of pupils' work. All members of staff should use the central system for recording assessment, setting targets and tracking pupil progress.

### PUPILS' REPORTS

Pupils receive 1 annual report and 2 annual Parent's Evenings. Each reports effort and progress against target in all subject areas. The end of year report will include Headteacher's comments. Formal standardised testing of Non Verbal and Verbal Reasoning will be carried out each year in the Summer Term for Years 3, 4 & 5.

## **MARKING**

Marking should be of a diagnostic and helpful nature encouraging understanding and awareness of the standard each pupil has achieved (through the use of a star). Pupils should be given guidance about ways to move onto the next level and challenged to further their understanding (through the use of a wish). Able and Talented pupils should be challenged to develop their understanding and skills in greater depth.

Pupils should respond to marking before the following lesson to ensure they are aware of next steps imminently. Self (green pen) and peer assessment (purple pen) should also be used to encourage pupils to evaluate learning. Verbal feedback is used as much as possible to address the learning taking place and highlight next steps imminently.

## **HOMEWORK**

Homework should be valued by teachers as a useful support to the work carried out in the classroom and, consequently, should be seen by pupils as an important and relevant part of their school programme.

## **ROLES AND RESPONSIBILITIES**

### **GOVERNORS**

The Governing Body ensures compliance with statutory orders and ensures the delivery of the curriculum, the responsibility for which is delegated to the Headteacher.

### **HEADTEACHER**

The Headteacher ensures compliance with statutory orders and, together with the Senior Leadership Group and Staff, develops and reviews the school assessment policy and organises the programme of assessment and reporting. She also operates the school's system of rewards for achievement and is responsible for external examination entries and administration.

### **SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR**

The SENCO provides assessments to enable the special needs register to be accurately maintained, and gives guidance and evidence for access arrangements to be made for external examinations.