



THE HESSE FEDERATION OF SCHOOLS



PESHURST PRIMARY SCHOOL

ASSESSMENT POLICY

Effective Date: May 2010

Date of minuted approval by the governing body: 13 May 2010

Review Committee: Curriculum and Standards

Review Date: May 2012

The Intended Outcome of Our Assessment Policy is:

To promote a transparent Assessment Cycle which unites Data, Pupil Evidence and Teacher Judgements, to ensure pupil's progress and attainment are the best they can be.

For the pupil the Assessment policy will:

- support learning;
- embrace and reflect the academic, social, emotional and moral development of pupils;
- enable pupils to be fully involved in assessment processes so they know how to improve and become independent learners;
- enable pupils to work towards their long term and short term learning goals;
- motivate pupils and enhance self-esteem.

The teacher will:

- use assessment processes that are appropriate to the learning activities in which the pupils are engaged;
- use a range of assessment strategies on a day-to-day basis;
- base their assessment judgements on a wide range of evidence in order to obtain a holistic view of pupil's achievements;
- use Assessment for Learning strategies to accelerate progress and attainment.

The senior leadership team will:

- ensure that as an integral part of their continuing professional development (CPD), teachers should have opportunities to moderate the assessments they make in order to apply consistent judgements and thereby establish professional and public confidence in standards;
- make sure that information from assessment is used to support day-to-day learning and teaching;
- use information that contributes to school self-evaluation processes;
- ensure that all members of staff have a responsibility for assessment and should be involved in the development of practice across the school and the interpretation and use of the information generated.

Parents will:

- be encouraged to be actively involved and contribute to the assessment process;
- be able to make appointments, as appropriate, to discuss their child's progress and will be given regular timetabled consultations within the school year.

Assessment Cycle

June	<i>End of Year Assessments – Non Statutory Assessments</i> Marking – Subject Leader to Sample Tests Areas of Weakness Identified Tracking Formulated – RAG identified Phase Pupil Progress Meetings Individual Pupil Progress Meetings Subject Leader Act on Data – Pupil Interview / Book Looks / Planning Scrutinies - Intervention Reviewed Teacher Assessment Finalised Transition
October	<i>Assessments – Writing (Phase Task), Reading, Maths (Non-Stat SAT)</i> Marking - Subject Leader to Sample Tests Moderate Writing Areas of Weakness Identified Tracking Formulated – RAG identified Phase Pupil Progress Meetings Individual Pupil Progress Meetings Subject Leader Act on Data – Pupil Interview / Book Looks / Planning Scrutinies - Intervention Reviewed Report to Parents (December)
February	<i>Assessments – Writing (Phase Task), Reading, Maths (Non-Stat SAT)</i> Marking Moderate Writing – SLT to Sample Tests Areas of Weakness Identified Tracking Formulated – RAG identified Phase Pupil Progress Meetings Individual Pupil Progress Meetings Subject Leader Act on Data – Pupil Interview / Book Looks / Planning Scrutinies - Intervention Reviewed Report to Parents (March Parents Evening)
June	<i>End of Year Assessments – Non Statutory Assessments</i> Marking - Subject Leader to Sample Tests Areas of Weakness Identified Tracking Formulated – RAG identified Phase Pupil Progress Meetings Individual Pupil Progress Meetings Subject Leader Act on Data – Pupil Interview / Book Looks / Planning Scrutinies – Intervention Reviewed Report to Parents (End of Year Reports) Teacher Assessment Finalised Transition

Key: Class Teacher Assistant Head to Lead Assessment Co-ordinator Subject Leader Head of School
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Appendices

Thumbs Children Assessing Their Own Work



I get it and I'm ready to move on

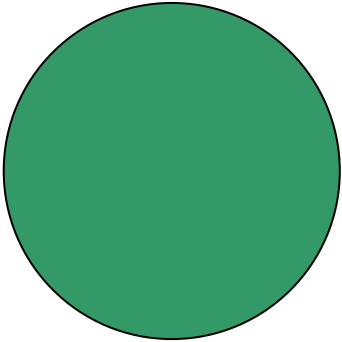


I nearly get it, could we look at it again?

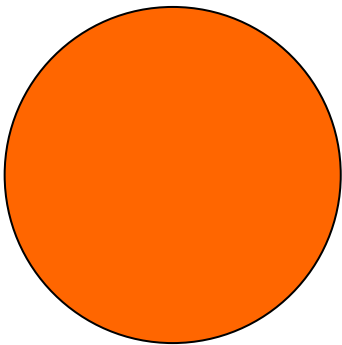


I need some help please!

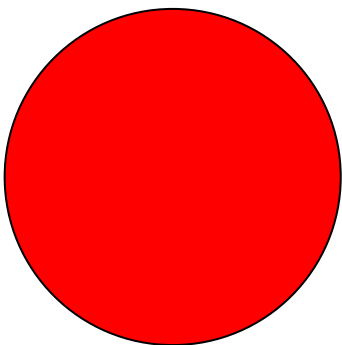
Traffic Lights
Children Assessing Their Own Work



I get it!



I nearly get it, could we look at it again
tomorrow?



I need some help please!

Increased Wait Time

Children Assessing Their Own Work

Increased wait time can be achieved by:

- indicating the wait time and asking for no hands up until the time is up.
- using whiteboards/paper to jot down ideas.
- asking for talking partner discussions before taking responses.
- simply leaving more time for processing to take place.

Talk Partners

Children Assessing Their Own Work

- A much more effective approach than rapid fire: ask the question then ask pupils to talk to their partner for, say, 30 seconds.
- Gather answers, no hands up, from a number of pairs until a full answer is compiled.

Power and impact of talk partners

- All pupils allowed to think, to articulate and therefore to extend their learning.
- Less confident pupils have a voice.
- Over-confident pupils have to learn to listen to others.
- A more respectful, cooperative ethos and culture is fostered.
- The pair is asked to respond, which switches the emphasis from the child to the response.
- Verbal contributions of girls increase considerably