



# **Assessment Policy**

2011

# Assessment Policy and Procedures

At Win Academy (thereafter the academy or the school) promoting children's learning is our prime aim and assessment lies at the heart of this process. It provides a framework in which educational objectives may be set and students' progress charted and expressed. It is used for planning the next educational steps in response to their needs. Assessment dialogue enhances professional skills and helps the school as a whole to strengthen learning across the curriculum and throughout the age.

Assessment is an important link in the cycle of planned curricular experiences. Recording achievement in a positive way and identifying students' particular strengths and weaknesses to ensuring the progress is maintained and that continuity is enhanced.

It is important that all staff share a clear set of principles to use as a measure against which to evaluate activities and plans for all our students. This policy aims to provide such a measure for our school.

Assessment is a continually evolving process and needs to be viewed from several perspectives:

## The Learner's Perspective

Students need to know:

- What is expected of them
- Short term, achievable targets
- To feel involved and valued
- To have their achievements recognised
- To know how to improve their learning

## The School's Perspective

The school needs:

- To plan for assessment
- To integrate, where possible, assessment and curricular planning
- To set up recognisable and universally applied assessment procedures
- To ensure the widest possible dissemination of information to parents and children

## Parents' Perspective

Parents need:

- To feel involved in and informed about their children's progress
- To feel confident in the procedures established by the school

With these perspectives in mind, our policy needs to differentiate between assessment, recording and reporting and to outline procedures for ensuring that the requirements of each are met.

Under the arrangements of the Education Reform Act, there are certain obligations relating to assessment, record keeping and reporting which have been laid down in statutory attainment targets:

**Assessment** must be criterion-referenced and related to prescribed attainment targets.

**Records** must be kept for each individual child on:

- Academic achievements
- Other skills and abilities
- Individual progress

Reports must be made annually on all core and foundation subjects and, at the end of Key Stages, must include the result of Standard Assessment Tasks and Teacher Assessment where required.

## **Assessment**

Assessment is an all-embracing term and refers to any situation in which some aspect of pupil's education is, in some sense, measured, whether this measurement is by a teacher, an examiner or indeed the student. Broadly speaking, assessment is concerned with how well the pupil has done, what has been achieved and whether it was worth doing in the first place. Assessment occurs when judgements are made about achievement in relation to relevant criteria. It is an integral part of learning and teaching and is primarily used in a formative way to promote better learning.

Assessment should fulfil four main aims:

- To assist and support the pupil's learning
- To assist pupil and teacher to identify strengths and weaknesses
- To assist staff in evaluating their teaching and teaching programmes
- To provide information about progress and achievements of individual pupils for themselves, parents, staff and any other interested parties

Assessment of each student's learning should reflect the full range of activities in which they are engaged (i.e. all curricular and extra-curricular activities engaged by the student).

Where appropriate, assessment should be based on criteria which are shared with the students. For this reason, assessment should be built into curriculum planning. However we should not ignore the possibility of unexpected outcomes from exploratory learning situations being followed through, as this can enrich the child's experience and the quality of the curriculum greatly. Assessment should take into account the differing needs of individual children including bilingualism and recognised Able, Gifted and Talented children.

Regular constructive discussion should take place between children and staff to review progress and identify strengths and weaknesses. The development of self-assessment activities should be fostered where possible to encourage each student's greater responsibility for their own learning.

## **Recording**

Evidence of attainment needs to be retained in order to support judgements made and to inform future planning and learning. Through such a system, continuity and progression can be assured. A high degree of trust and confidence is necessary between staff, children and parents for such a system to operate openly and well and we aim to build on these at all times. The recording of assessment outcomes should be constructive, should highlight positive achievement and give guidance for future development. Formative records should be open and accessible to all staff and parents of individual pupils. At The Win Academy records will be kept online to maintain parents informed on a daily basis.

## **Reporting**

Regular reporting of students' achievements is both a right of individual pupils and parents and a statutory obligation. Such reports should be based upon on-going formative records.

# Assessment Procedures

Procedures for the organisation and management of assessment, recording and reporting at the academy will be as follows:

## Assessment on Entry

When children join our academy we carry out our own assessment on entry and seek the student's current records from his/her previous school. Admission assessments include, but are not limited to, tests and interviews to determine the actual knowledge and potential of each student.

## Evidence of Achievement

As a child progresses through the school, it is important that appropriate evidence is available to conform and inform assessment. Such evidence may come from a variety of sources.

## Teacher's Observation of Children

We regard observation as extremely important:

- Teachers observe pupils as often as possible.
- Observation should be undertaken with specific objectives in mind.
- Both set tasks and free play investigative situations should be observed.
- Use may be made of video or still camera installed in the classrooms if appropriate.
- We should aim to observe each child over a period of time engaged in:
  - Individual work
  - Small group/interactive situations
  - Whole class situations
  - Interaction with adults
  - Structured and unstructured activity
  - Situations covering a variety of curriculum activities
- Such observations might result in written records. These may be kept as teacher's own informal records or entered as evidence in the child's pupil profile.
- Such observations are an integral part of improving our understanding of each child's strengths, weaknesses and capabilities and should assist in planning for each child's future educational needs.

## Monitoring, Evaluation and Review

This is to be achieved in a variety of ways:

- Regular discussions with staff concerning progress of groups and individuals.
- Ensuring that assessment opportunities are built into planning across the school.
- Regular classroom observation and working alongside colleagues to help identify strengths and weaknesses and to provide support to individual staff as appropriate.
- Reviewing of assessment outcomes and data to evaluate overall standards throughout the school.