

ROSEACRE PRIMARY ACADEMY



Ethos Statement

This policy reflects our academy's ethos, which recognises, celebrates and welcomes diversity. We believe that each and every one of us brings something valuable to our community. We aim to develop children's personal qualities and achievements and are committed to giving all of our children every opportunity to achieve the highest standards.

This policy helps to ensure that this happens for all children in our academy, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background.

Rationale

We acknowledge that there are two main types of assessment which fulfil important yet different roles.

Formative assessment – assessment **for** learning - is a constant, active and on-going process in the classroom between the teacher and the child. The following areas are all part of formative assessment:

- clarifying learning intentions – at the planning stage;
- sharing learning intentions with children when teaching;
- involving children in self-evaluation against the learning intentions;
- focusing oral and written feedback around the learning intentions of the lesson and / or child's next step target;
- organising target setting so that children's achievement is based on prior attainment as well as aiming for the next step;
- using appropriate questioning during the lesson;
- raising children's self-esteem through the use of positive language and through the celebration of achievement.

One of the key elements in formative assessment is the written or oral feedback which teachers give the children about their work.

Summative Assessment - assessment **of** learning - is the means by which the progress of children is monitored. This includes teacher assessments and tests as well as statutory baseline and end of key stage tests.

These assessments are scrutinised to identify strengths and weaknesses in individuals, particular groups or the cohort as a whole.

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Aims

Assessment can take many forms and can be used for different purposes. The following characteristics underpin all of our assessments in order to promote learning:

- it is embedded in a view of teaching and learning, and is seen as an essential part of this;
- it involves sharing learning intentions with children;
- it aims to help children to know and recognise the standards they are aiming for;
- it involves children in self-assessment;
- It involves children in peer assessment;
- it provides feedback which leads to children recognising their next steps and how to take them;

Objectives

- To maintain an ethos where it is acceptable to work hard and achieve highly
- To encourage children to be independent learners
- To recognise achievement, whilst being aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- To plan and deliver work at an appropriate level and give children the opportunity to work with similar peers
- To provide children with the opportunities to develop their skills and talents
- To ensure provision of pastoral care and social development

Success Criteria

On entry into the new year group, assessments are made of the children to identify any regression over the Summer break; subsequent assessments are made half-termly against their targets and prior attainment. Results are recorded on O-Track. Targets are adjusted for children exceeding expectations and strategies put in place for children falling behind expectations.

Termly progress meetings are held with all teachers to discuss progress from previous year and progress towards targets. Appropriate strategies are agreed at these meetings.

Annual teacher assessment / summative task data is collected and analysed in detail, looking at the cohort as a whole, individuals and specific groups within the cohort.

Targets are adjusted for children exceeding expectations and strategies put in place for children falling behind expectations.

This policy will be kept electronically on the 'Shared Drive'. A paper master copy will be held by the Headteacher. Parents will be informed of the policy on occasional newsletters and on the school web site.

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This policy will be reviewed in Spring Term 2019 by the Senior Management Team of Roseacre Primary Academy

Signed:  J Logan. Deputy Headteacher

Date adopted: February 2017