

Duncombe Primary School Assessment Policy

"What we want is to see the child in pursuit of knowledge, not knowledge in pursuit of the child."

George Bernard Shaw

At Duncombe, we want all children to make excellent progress. We encourage children to become active learners who ask questions, seek solutions and make demands of themselves and others. Each child should always be aware of their current level of attainment and their next steps for learning.

Assessment for learning is an integral part of learning and teaching at Duncombe. All lessons follow a strong structure based on Assessment for learning and feedback is given immediately and specific to the learning. (See Assessment for Learning throughout a teaching sequence document)

Oral and Written feedback form an essential part of good quality assessment for learning. All work is marked by a teacher daily or support adult. The focus of marking is against the LO for that lesson and will have a relevant next step target. Marking will use the written feedback symbols and expectations sheet, which will be shared with all staff, children and parents. In addition to marking against the learning, teachers should ensure a high standard of work presentation and clear and organised layout of work is maintained at all times. Work should be progressive and increasing in challenge. The best way to achieve high standards in learning and presentation is to remain on top of your marking. No work should be unmarked and mostly completed before the next lesson.

Assessment of learning is done termly and in a structured way at Duncombe. All children are assessed termly through either teacher assessments or formalised tests. Autumn term assessments are teacher assessments using the level descriptors in your assessment folder. Spring term results are both teacher assessments with level descriptors and where appropriate mid year tests may be used. End of Year Assessments are conducted during May in a more formalised manner. (See End of Year Assessment Week Document) These results are used during the Pupil Review Meeting to review progress this year and set future numerical targets for the next year.

The results are collated centrally on Target Tracker. Pupil review meetings are held after this process and involve in depth discussions about all pupils. (See Pupil Review Meetings Document) The HT, DH& SENCO, Ass Co, PL and CT are all involved in the Pupil review meetings. Numerical targets are reviewed, curricular targets set and intervention groups set and reviewed. IEP's will be written following these meetings.

We regularly inform parents about children's progress through parents' evenings and target setting information. At the end of each year, summative assessment data is used as part of the full end of year reports. (See Report Pack document)

We have a rigorous assessment calendar which shows our continual strive for high standards for all pupils in all areas of learning. (See Duncombe PS Assessment Calendar)

Our current action plan (See Assessment - APP Action Plan) is introducing more rigorous teacher assessment procedures. All staff will become familiar with the Assessment Focus' of each area and develop their skills in confidently and accurately levelling children's work. This programme will be delivered over the next 2 years with the support of Cambridge Education. All teachers will be responsible for planning, conducting, moderating and collating the profiles of children.

Teachers are responsible for maintaining their skills in Assessment practices and maintaining these in their classroom and teaching. They should seek assistance from their direct line manager and SMT when appropriate.

Assessment Co-ordinator and SMT are responsible for providing training and support for all staff and maintaining new initiatives.

