



We believe that assessment will improve learning by:

- Providing effective feedback to pupils, parents and staff
- Actively involving pupils in their learning
- Identifying areas for development
- Influencing the motivation and self-esteem of pupils
- Encouraging pupils to assess themselves and others and understand how to improve.

1. GUIDING PRINCIPLES

Assessment at Northern House School (Wokingham) is based around the core principles and practice of Assessment for Learning (AFL) and to this end, we believe that assessment should:

- Be both formative and summative
- Be manageable for teachers
- Be purposeful
- Be led by learning intentions
- Involve pupils
- Include achievement beyond the EYFS and the National Curriculum
- Be consistent
- Impact upon learning i.e. lead to improvement
- Give recognition and appropriate praise for achievement
- Involve children in the same process (whether oral or written), to ensure equality across subjects and abilities.
- Inform future planning and individual target setting.
- Be accessible to pupils

2. PLANNING

Effective planning provides an essential framework within which to facilitate children's learning. It is closely linked to assessment in order to precisely match the needs and abilities of pupils.

Planning in our school consists of:

1. Long-term Plans
2. Medium-term Plans
 - Half termly plans are produced for each creative curriculum topic
 - All these plans show links to the National Curriculum



3. Short-term Plans

Weekly plans show:

The **learning objectives** to be covered, and the links made between each subject. A separate weekly plan is done for maths, literacy and topic.

The **activities** designed to achieve these objectives. They explain how the lesson will be taught (whole class, groups, use of LSA's etc.) They show levels of differentiation, and all plans reflect the individual needs of our children

All planning is filed on the S:Drive on a weekly basis in the Planning Folder.

3. SHARING LEARNING OBJECTIVES

- Learning intentions are split into 'Learning Objective' and 'Success Criteria' on weekly planning documents. They are referred to and used regularly by the teachers and the pupils to assess work as it begins, progresses and is completed.
- Learning objectives and success criteria for each lesson are shared with the pupils and are displayed in lessons.
- Plenaries are an effective assessment tool and should be used at any point in a lesson or unit of work to review progress and next steps.
- Children not achieving the learning objectives or learning intentions are identified and work with the teacher to address this as soon as possible e.g. during or after the lesson, or at the beginning of the next lesson.

4. TARGET SETTING

- At the end of each academic year targets are set for each pupil in English and Maths.
- The targets identify the level the pupil is expected to achieve by the end of the following academic year
- Targets are recorded for Y5 – Y6 on the class tracking grid and monitored half termly.
- There should be an element of challenge in the targets set.
- Individual targets are set on a regular basis as units of work are covered. These are reviewed and revised half termly.
- Teachers use all targets to inform planning.
- Numerical targets and achievement for all pupils Y5 – 6 are recorded and are monitored by the SMT at the end of each term. Review meetings are held at this time with each teacher.



5. MARKING AND FEEDBACK

Overview

In Northern House (Wokingham) we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking will be applied consistently throughout the school.

Objectives

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement
2. To give learners accurate feedback on their progress and achievement
3. To promote a positive self-image and growth mind-set for learners in accordance with school aims and, through this, encourage them to value and take pride in their work
4. To celebrate and reward learners' achievement and progress
5. To agree and set realistic and challenging targets for improvement
6. To standardise the marking procedures throughout the school
7. To enable learners to self-evaluate their work and take responsibility for setting their own targets
8. To provide evidence for assessment, recording and reporting.

Summative Feedback/marking

This is associated with closed tasks or exercises and usually consists of ticks and dots.

Formative feedback/marking

Oral feedback, during the course of a lesson which should focus on the learning objective of the lesson.

Quality Marking

Not all pieces of work can be quality marked. Teachers need to decide which pieces of work will simply be acknowledged and which given detailed attention.

Teachers will mark using a **green pen**. If possible, the person who has taught the lesson should mark the work. In the case of cover staff, supply teachers or teaching assistants, they should initial their marking.



6. SUMMATIVE TESTS

Can be used for the following purposes:

- Diagnostic
- Measure progress
- Benchmarking
- Value-added

The summative tests used in the school are:

- WRAT4
- Rising Stars Maths Assessments
- Boxhall Profiles

Any targets resulting from these tests will be shared with all staff in a timely manner

7. MODERATION

Aim:

- To ensure consistency of judgements between staff
- To encourage dialogue between teachers where the focus is children's achievement, often leading to key weaknesses being highlighted during discussion.

We do this by allocating one meeting per term to moderation in Literacy and Maths

8. TRANSFER OF INFORMATION

At the end of each academic year all records are passed between class teachers. Meetings are arranged so that teachers can exchange information.

'Small Steps' assessment grids are passed on to the next class teacher to continue using for that cohort of children to track progress and set

See Northern House (Wokingham) Marking and Feedback Policy.