



**Dover Federation for the Arts  
Multi Academy Trust**



***Assessment Policy***

***White Cliffs Primary College for the Arts***

Chairman of the Board of Directors:	<i>M. H. Hills</i>
Policy adopted or reviewed:	September 2017
Next Policy review date:	September 2020

# White Cliffs Primary College for the Arts Assessment Policy

## Introduction:

At White Cliffs Primary College for the Arts, we expect high quality teaching and learning from all staff and pupils. At the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed from their given starting points.

We use three main forms of assessment

- Formative
- Summative
- National Standardised Summative Assessment.

The Vice Principal is responsible for Assessment, Data and Tracking.

## Aims:

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make at least expected progress
- Effective and accurate target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work and achievements
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

## Key objectives:

Using formative assessment to inform teaching, and providing for the learning needs of all pupils

Typical methods of formative assessment include:

- Question and answer sessions
- Targeting questions
- Ongoing observations
- Opportunities for pupils to make their learning visible, for example, on mini-whiteboards
- Discussions between staff working with groups of pupils
- Verbal and written feedback

<p><b>Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school</b></p>	<p>We ensure consistency in teacher assessments by:</p> <ul style="list-style-type: none"> <li>• Agreeing details of criteria</li> <li>• Moderating within and across year groups termly</li> <li>• Joining local authority (LA) moderation activities</li> <li>• Discussing consistency in planning sessions</li> <li>• Feeding back</li> </ul>
<p><b>Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress</b></p>	<p>Pupils are involved in contributing to their short-term targets by:</p> <ul style="list-style-type: none"> <li>• Discussing areas of development</li> <li>• Keeping targets visible to pupils through Learning Ladders and Footsteps</li> <li>• Reminding pupils of their targets, how to achieve them and discussing progress towards them</li> </ul>
<p><b>Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home</b></p>	<p>We inform parents of pupils' targets by:</p> <ul style="list-style-type: none"> <li>• Meeting with parents informally and formally</li> <li>• Sending parents annual written reports</li> <li>• Regularly sending home pupils' targets</li> <li>• Use of 'Seesaw' in the EYFS</li> </ul>
<p><b>Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement</b></p>	<p>The Executive Leadership Team and Senior Leadership Team are responsible for ensuring that:</p> <ul style="list-style-type: none"> <li>• Assessments are maintained consistently, and teachers are given advice and support in maintaining them</li> <li>• Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment</li> </ul>
<p><b>Involving staff in the process of assessment and informing them of the outcomes</b></p>	<p>To support staff we:</p> <ul style="list-style-type: none"> <li>• Provide training in assessment processes and appropriate software</li> <li>• Provide relevant documentation</li> <li>• Give feedback to individuals or groups through monitoring activities</li> <li>• Provide opportunities for staff to identify their own training needs through the college's mentoring programme or Performance Management process</li> </ul>

## Sharing information about pupils' attainment

Information about individuals is restricted under our data protection policy to:

- College staff on a need-to-know basis, i.e. for the purposes of teaching
- The receiving school when pupils leave
- Professionals who work with the college for advisory purposes
- Other recognised professionals working with the pupil in agreement with the pupil's parent/carer

The College uses the following software to support the management and tracking of assessment:

- Target Tracker
- Connecting Steps
- Durham University Base (EYFS Baseline Assessment)
- 'Seesaw' for reporting progress to parents/carers in the EYFS

(This policy should be read concurrently with the Marking Policy)

Policy ratified: September 2017

Policy review date: September 2020