

IRIS School Assessment Policy

Effective Date: Sep 2025

Review Date: Sep 2026

Introduction

Assessment is central to good teaching practice. It should be used to set targets and inform planning to ensure that all children achieve a standard of work, which reflects their individual ability.

This policy document reflects the aims and philosophy of the school. The policy sets out the framework within which the whole staff operates and provides information on the strategies for the assessment of pupils' work, the ways in which records are kept and the ways in which reports on pupils' performance are made. This policy should be read in conjunction with all other policy documents and schemes of work.

Assessment Methods

Assessment is undertaken for different functions:

Formative: showing what pupils know, understand and can do. This informs subsequent teaching steps and is used to help teachers with their planning and to help pupils work towards learning targets.

Diagnostic: identifying particular strengths and weaknesses. This is used primarily for individual pupils and enables the teacher to support learning by changing support and resources.

Summative: at the end of a key stage and units of work. This fulfils a summarising function, summing up attainment at a particular time.

Formative Assessment strategies

Effective assessment arises from the setting of clear intended learning outcomes at the planning stage and clear exposition of learning objectives. This is implemented through formative classroom strategies, which include:

- Formal and informal observations
- Asking questions
- Talking with, and listening to pupils
- Giving pupils feedback about what they need to do next
- Marking work using the objective led marking frame (see marking policy)
- Informal tests
- Reading, writing and mathematics which takes place daily.
- Levelled and Big Write takes place every two weeks.
- At the end of topics / units of work in all foundation subjects, teachers use a sheet to identify how successful teaching and learning has been as well as the achievements of

individual pupils. Pupils are involved in the assessment process as part of formative assessment and are encouraged to develop self-evaluation skills as part of the target setting process.

Diagnostic

Children are monitored against their year group's levels of attainment for maths, writing and reading which informs the teaching staff on interventions at both ends of the learning spectrum and the key children who need specific interventions. This is done on a termly basis also.

Summative Assessment

The goal of summative assessment is to measure the level of success that has been obtained at the end of the academic year to determine what students know and do not know. Summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessment at the classroom level is an accountability measure that is used as part of the grading process through:

- State assessments
- District benchmark assessments
- End-of-unit or chapter tests
- End-of-term exams
- Scores that are used for students (report card grades).

Record Keeping

Throughout the school, records are kept at the end of student's relevant exercise books along with written evidence. Folders are used for each Year group for ease of transfer.

Subject Leaders have access to a representative selection of evidence from all year groups.

The school also keeps formal curricular records for individual pupils as required by the Education (school records) Regulations.

Reporting

Formal reports to parents are produced in the Summer Term. These reports provide:-

- Comments on National curriculum subjects
- Comments on general progress
- Attendance and punctuality
- End of Key Stage levels (tasks and/or tests)
- Targets set in discussion with the pupil
- Headteacher's comments
- Child's comments on achievements and areas for improvement

When pupil's move from one class to another, relevant information and records are transferred to inform any subsequent teachers.

The school meets the requirements to provide reports for pupils on transfer to another school or transition to High School. The DfES transfer forms will be used in conjunction with other material.

Reports are made to the Governing Body in the context of the Curriculum and relevant information passed to the whole Governing Body via the **Minutes**. The same information will be available through the School Information Plan.

Special Educational Needs

See SEN Policy

Equal Opportunities

See Equal Opportunities policy

Gifted and Talented.

All teaching and learning situations will take account of the range of abilities and work will be differentiated accordingly.

Resources

Assessment material will be purchased via the school budget – part of which is always allocated for this purpose.

Professional Development

In line with the job description the **subject leader** will:

- keep abreast of developments in assessment by attending courses, being aware of resources available and disseminating relevant information to staff
- will keep the Head Teacher informed of the outcomes of assessment and together they will report these to the Governing Body and identify areas for further development
- organise meeting with staff to evaluate assessments and use the outcomes to inform future planning
- offer guidance and support to staff in relation to the assessment of pupils
- prepare summaries and reports on assessment for governors and for publications e.g., School Prospectus
- staff training for assessment procedures and monitoring/moderation will be available through the Staff INSET programme.

Monitoring

Roles and Responsibilities:

- Head Teacher: to have the overall responsibility for evaluating how effective the teaching of different elements of the curriculum has been and identify any necessary modifications - to relate this information to the Governing Body.
- Subject Leaders: to monitor the assessment of their subject as outlined in the policy, to evaluate the information and to provide a report for the basis of discussion with the Head Teacher and Assessment Co-ordinator.
- Class Teacher; to be responsible for assessing the achievements of pupils in all areas of the curriculum and conveying individual information to parents through discussion and annual reports and to convey the general outcomes of assessment to the Assessment Co-ordinator. Also to be responsible for organising and directing Classroom Assistants and Support Assistants in observing and recording ongoing assessments and liaising with support teachers as outlined below.
- Governing Body: with the Head Teacher to evaluate the outcomes of assessment and targets for action and improvement. To set the targets for the percentage of pupils in year 6 to achieve year group expectations.

Evaluation and Review

It is the responsibility of all the staff and Governors to monitor their adherence to this policy. The policy is reviewed bi-annually by all concerned. The Headteacher and the Governing Body evaluate the outcomes and targets for action and improvement are included within the School Development Plan.

Success Indicators

- Are staff and Governors fulfilling their roles in relation to the Assessment policy?
- Is assessment reflecting comprehensively the achievements of pupils?
- Does the assessment inform future planning in highlighting general areas for particular development and individual pupil's needs?
- Are parents informed of their children's assessment and are they involved in subsequent support for their child's development?
- Is assessment and target setting improving the raising standards in the school and enabling each child to make acceptable progress?