

## Assessment Review Policy Monitoring and Evaluation

This is a **working document** that should help monitor and evaluate the extent to which good practice is embedded.

It focuses on the key features of assessment for learning.

Through completing the evaluation process, it should be possible to identify priorities for CPD and agree a time-scale for making policy become practice.



This assessment review policy will: **focus on the key features of assessment for learning:**

- Conditions for learning (including ethos, attitudes, learning environment, routines and behaviours)
- The use of curricular targets
- Planning (including expectations, learning objectives, success criteria, opportunities for assessment)
- Strategies for day-to-day assessment (including questioning, observing, discussing, analysing work)
- Feedback on learning (including sharing learning objectives and success criteria, oral and written feedback, peer and self-assessment, response time)
- Involving parents and carers
- The formative use of summative assessment (including statutory and non-statutory assessment and test information that is used to identify next steps for learning)

**And acknowledge the importance of assessment information that informs transition from year to year and from school to school**

## What makes learning and teaching effective?

### 1. Conditions for learning are effective when:

- there is an expectation by teachers and children that learning is important and enjoyable and that everyone can improve

In our school this is shown by:

- teachers have high expectations

In our school this is shown by:

- the learning *process* is valued so children are supported and allowed to make mistakes and learn from them

In our school this is shown by:

- there is an emphasis on shared learning, analysis and discussion

**In our school this is shown by:**

- children are given both oral and written feedback on their learning in a range of ways and know 'what a good one' looks like

**In our school this is shown by:**

## 2. The use of curricular targets is effective when:

There is a consistent and manageable whole school target-setting system for agreeing and revising targets against children's progress and children are able to describe how they are tackling their targets

**In our school this is shown by:**

The school monitors and evaluates progress towards whole school and yearly targets to judge the impact on standards

**In our school this is shown by:**

Targets are monitored and evaluated regularly to inform next steps

**In our school this is shown by:**

Teachers recognise and plan **how** to move children's learning towards and beyond the curriculum target

**In our school this is shown by:**

The needs of all pupils(including G&T and SEN) are met and they make appropriate progress

**In our school this is shown by:**

Children are encouraged to talk about their learning and are given opportunities to decide on their next steps through understanding their needs. Children 'think, pair and share' to develop new targets or identify improvements

**In our school this is shown by:**

### **3. Planning is effective when**

Planning for guided/group work is linked to targets for different groups/individuals

**In our school this is shown by:**

Children are involved in identification of success criteria, which is planned in consultation with them, displayed and made reference to within the lesson

**In our school this is shown by:**

Short term planning identifies opportunities for reviewing progress and providing feedback

**In our school this is shown by:**

**4. Strategies for day-to-day assessment will be effective when:**

Teachers use questioning, observing, discussion and analysis of children's work in all lessons/learning activities

**In our school this is shown by:**

The above strategies are shown in the short term planning

**In our school this is shown by:**

Teachers question the whole class to gauge whether children understand the purpose of their learning

**In our school this is shown by:**



Information gained during day-to-day observations of learning is used to inform planning and teaching for the next phase(s) of learning

**In our school this is shown by:**

Children use individual white boards and invent mark schemes and questions. Dialogue is encouraged within lessons on a regular basis

**In our school this is shown by:**

**5. Feedback on learning is effective when:**

Children agree success criteria linked to the learning objective and are encouraged to evaluate and improve their own work during the lesson by checking against the success criteria

**In our school this is shown by:**

Teachers make time to review progress against success criteria and provide oral and written feedback to children

**In our school this is shown by:**

Regular conferencing takes place so children know how to assess their own progress and make suggestions about how to make improvements

**In our school this is shown by:**

## 6. Involving parents and carers is effective when

Children are involved in discussion and contribute to the reports to parents

**In our school this is shown by:**

Homework(when appropriate) has a clear purpose and supports learning

**In our school this is shown by:**

**7. The formative use of summative assessment is effective when**

Schools make use of detailed analysis of summative assessments (including statutory and non-statutory assessment)

**In our school this is shown by:**

Schools have effective procedures for year-on-year transition across the key stages to ensure curriculum continuity and pupil progression

**In our school this is shown by:**

Teachers are involved in cross-moderation of children's work and have a good understanding of 'levelness'

**In our school this is shown by:**

Teachers provide evidence to support end of year teacher assessment judgements underpinned by the use of statutory/non-statutory tests and ongoing observations of children's learning

**In our school this is shown by:**