

## Assessment for Learning

The school's aim is to foster the individual aptitudes and meet the individual needs of each child and assessment is one of the key means by which we are able to meet this aim. The prime purpose of all forms of assessment is to translate our understanding of each child into action that will benefit a child's learning and our assessment procedures are to be valued in so far as they contribute to this end. Assessment can be summarised as fulfilling the following functions:

*Summative:* to provide us (and others, including parents, future schools, educational psychologists) with a picture of a child's development through time

*Diagnostic:* to provide a detailed picture of the child's strengths and weaknesses, to inform any necessary action to benefit the child

*Formative:* to aid teaching and learning planning and to aid the mapping out of the next steps in children's learning

What matters most is that we should be able to reflect upon and analyse assessment information and use it to inform our future teaching. To this end, the assessment process is routinely translated into action through a variety of meetings between teachers that lead to action planning for each individual child.

### Management

The overall management of assessment for learning throughout the school is the responsibility of the Head of School. Our calendar of assessment is reviewed regularly to ensure that there is an appropriate overall balance of assessment, conducted at appropriate times, and to conduct an annual review of assessment procedures.

### Forms of Assessment

#### Assessment for Learning - Routine Teacher Assessment

The most frequent and most vital form of assessment takes place in the course of each lesson, in the teacher's responsiveness to the children's learning as the lesson takes place. This is the primary form of assessment. Conversations with children as they are in the process of working and observations of how children approach a task are crucial features of lessons and will often result in proper and positive divergence from lesson plans or adjustment to future plans. The teacher's ability to notice, to adjust to and to give positive feedback to children as a lesson proceeds is the most important form of assessment in that it is the form of assessment most likely to translate directly into benefits for each child. In the course of each lesson, we should always aim to be pinpointing a child's strengths and advising how to develop them as well as being clear and constructive about any weaknesses and how they might be addressed, and providing opportunities for the child to improve upon his/her work. This approach develops the child's capacity for self-assessment so that he/she can become reflective and increasingly independent as a learner.

### EExAT

All children are observed, assessed and monitored through the Early Excellence Assessment Tracker. Class Teachers update the tracker every time a child is part of the 'focus child' group to review each area of development and provide an ongoing picture of progress for each child. Each week 10% of the children in a class

will be designated as 'Focus children' for that week. Once all children have been assessed, the list repeats itself. This will ensure every child is assessed at least every 10 weeks.

### **Analysis of Assessments**

Assessments are continuously analysed and inform decision making about:

- provision, such as whether a child needs further support or extension in a given area
- setting
- curriculum developments

Analysis of assessments takes place through:

- The ongoing analysis of an individual teacher to inform planning on a day to day basis
- Analysis by Heads of Department leading to departmental development planning and support for teachers with individual children. Children are discussed in departmental meetings and assessment analysis is also discussed at termly meetings between each Class Teacher and Heads of School (meetings are recorded and inform development plans).
- The Director of Studies analyses assessment information, on an annual cycle of half termly reports, about cohorts and groups to inform development planning as well as planning for individual pupils. The analysis is reported to SMC and to Governing board on a termly basis.

### **Individual Needs**

The Pupil Review procedure may bring to light unresolved queries about a child's progress and this may prompt an assessment by the school's Individual Needs department, which may in turn lead to an internal or external assessment. The Class Teacher and the Head, together with the Individual Needs Coordinator, will ensure that any necessary specialist provision is put in place. The school's Individual Needs Policy is set out separately.

### **Extension Needs**

The Pupil Review system and the systems for routine monitoring are used to identify those very able children whose needs may not be fully met within the school's mainstream curriculum. Plans are made following discussion and assessment for how the most-able children will be extended both within and beyond the classroom.