
Ranvilles Junior School Policy for Assessment

1. ACCESSIBILITY

This policy is available in large print or Braille.
Please contact the school office who will be happy
to arrange this for you.

2. PURPOSE OF POLICY

This policy underpins Ranvilles Junior School's philosophy regards formative and summative assessment for learning from both the learners' and teachers' perspective. The creative curriculum will adhere to National Curriculum statutory guidelines. Medium and short term planning will facilitate opportunities for teachers to revise and consolidate key skills in relation to pupils' abilities. Learners will actively engage in the process and self-evaluate core learning skills to develop ownership and responsibility. All pupils will be challenged in relation to their own abilities and national standards.

3. APPROVAL

Approval date: 14 January 2016

Approver signature: Matt Burton

Approver position: Chair – Curriculum

Date for next review: January 2018

4. INTRODUCTION

Every child at Ranvilles Junior School is valued as an individual. Key Stage 1 summative assessment data is used as a bench mark to predict end of Key Stage 2 attainment. Pupils' expected yearly progress rates are identified with teachers and as targets through Performance Management, medium and short term planning, target setting and teaching and learning. End of term Pupil Progress Reports summarise learning outcomes and in turn Governors work in partnership with the Senior Leadership Team to ensure summative assessments effectively inform future provision and match/exceed Age Related expectations. Provision reflects pupils' needs and is monitored carefully by the Senior Leadership team. Rigorous internal monitoring of procedures evidence the quality of teaching and learning and enable senior leaders to work in close collaboration with leaders at all levels to shape the curriculum to ensure success for all.

5. REFERENCES

- National Curriculum
- Excellence and Enjoyment
- Ofsted 2015

6. CONTENT

Assessment for learning lies at the heart of curriculum planning. Targets are identified through careful analysis of a range of learning outcomes and planning is influenced by core targets to meet the needs of pupils.

The responsibilities for assessment for learning are internally distributed to pupils, teachers, subject leaders, middle leaders, senior leaders, Assessment Leader and Headteacher alike. The process for assessment for learning is identified in relation to daily, weekly, half/ termly and yearly actions with the Assessment Team monitoring the quality of provision to ensure the needs of the children are met.

The Assessment Leader and team maintain a focus on formative and summative assessment to ensure teaching and learning is personalised to meet the needs of children. The Headteacher regularly reports assessment outcomes to the Curriculum Committee where analysis of progress and attainment influences strategic planning. Professional development and Performance Management reviews are integrally linked to assessment for learning appreciating maximising pupil progress is a fundamental core purpose.

7. APPENDICES

None.