

# Assessment and Target Setting Policy

The assessment policy actively supports the School’s aims to raise the achievement of all by developing:

* **Successful learners** who enjoy learning, make progress and achieve.
* **Responsible citizens** who make positive contributions to society.
* **Confident individuals** who are able to lead safe, healthy and fulfilling lives.

**Rationale – The Underpinning Principles**

1. **Assessment is at the heart of teaching and learning**

Assessment is the essential feedback that learners require so that they know how well they are doing and how they can further improve and develop. This includes marking of appropriate pieces of work, assessment of progress within lessons, learning objectives which are developed from assessment of learning which are focussed on next steps and planning based on thorough assessment. Appropriate target setting will be identified and this assessment will evidence pupil progress over time.

1. **Assessment is fair and inclusive.**

Learners will know that their work is valued and that the criteria used to assess their work will be applied objectively.

1. **Assessment is honest.**

It will include positive subject specific statements about learning which are not generic and state the milestone achieved where appropriate. Teachers will use their judgement in accordance with their experience of moderation with other professionals.

1. **Assessment is ambitious for every pupil.**

It will set high expectations and include a positive comment about the work with a next-step target including practical guidance for improvement, which will help learners articulate what they need to do to improve. Achievement will be placed in context against national standards.

1. **Assessment is appropriate with a clear purpose.**

It is based on prior assessment which informs planning and linked to next steps in learning. Learners are encouraged to reflect on the teachers’ comments and time is given in lessons to facilitate this. The assessment is based on a wide range of evidence, demonstrating the skills used by pupils in order to become independent learners.

1. **Assessment is consistent.**

The assessment criteria are shared with learners so that they know exactly what they have to do to be successful and improve even further. Judgements are formed according to common principles and moderation takes place regularly within school and within our cluster of local schools. The results are readily understandable by third parties and capable of comparison with other schools, both locally and nationally.

1. **Intended Outcomes of Assessment.**

Learners will:

* know what to do to improve
* have the confidence to build on their areas for development
* feel supported in developing their strengths
* experience a broad, balanced and differentiated curriculum

Teachers will:

* be able to monitor each learner’s progress
* have better information to be able to plan more effectively for each individual learner
* have evidence to support considered judgements regarding achievement and progress
* have improved skills to carry out moderation, both within school and within the local cluster

Assessment will:

* follow a consistent whole school approach
* be open and transparent
* be shared with all learners and their parents/carers.
* provide information to the school management team, governors and other government agencies to facilitate the best use of resources

**All teachers will support learners in understanding targets and making next steps**

**Whilst setting next step targets is of obvious importance, it is essential that learners understand these targets and know how they are going to make progress. In order for this part of the target setting process to be successful, teachers will:**

* help learners to look at progress over time and identify their gaps in knowledge
* provide the success criteria (and possibly a successful example) to show where the work has achieved and specifically what needs to be done to improve
* build time for learners to reflect on feedback into lesson plans (may be a starter activity which then leads into covering similar concepts), both as an individual and/or peer activity
* build in opportunities for learners to have a go at acting on the feedback given
* build in opportunities for learners to correct their work in response to a literacy target (rather than the teacher correcting everything)

**WILLINGTON LOWER SCHOOL IS COMMITTED TO SAFEGUARDING CHILDREN AND YOUNG PEOPLE. EVERYONE WORKING IN SCHOOL, IN WHATEVER CAPACITY, IS EXPECTED TO SHARE THIS COMMITMENT.**

Signed ………………………………….Head teacher

Signed……………………………………..Chair of Governors

Date………………………………………..