

Braywood CE First School



Aspire, Learn, Achieve

Monitor, Evaluate and Review Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

At Braywood we believe that assessment is a natural part of teaching and learning. We use assessment to inform us about children's learning and believe that the monitoring and evaluating of pupil progress is vital in raising standards and ensuring all pupils fulfil their potential.

Assessment is an integral part of our planning, evaluating, recording and reporting cycle. It identifies what the child knows and can do and provides information to guide future teaching and learning in response to a child's individual and/or group needs.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

We believe that effective use of assessment will lead to...

Teachers who:

- analyse pupils' oral and written responses so as to adjust the pace, content or methods of teaching.
- review and track pupils' progress to inform teaching and target setting for the whole class, groups or individuals.
- use evidence of pupils' progress to modify long term planning.
- use assessments to aid the transition of children between year group and key stage and to plan differentiated work for all ability levels.
- are aware of children who are or are at risk of underachieving.

Pupils who:

- are able to say what they think of their work and how this compares with what the teachers think.
- are clear about the criteria used to assess their work.
- understand comments made on their work, any targets set for them and how to go about reaching them.
- know that making mistakes is inevitable and that they can learn from sorting them out.
- understand how well they are doing and what steps they need to take to help them improve.

Parents who:

- have a clear understanding of the progress their child is making.
- know how well their child is doing compared with others of the same age.
- feel confident in approaching the school to discuss any concerns they might have about their child's learning.
- Know what they can do to support their child in their learning.

Governors and outside agencies who:

- are more informed about the school and therefore can advise the Headteacher and staff on areas to be improved.
- they can help set the school's targets and review progress

Target Setting

We set targets in Mathematics and English for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child when necessary and set revised targets.

We also set targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits. The children themselves record these targets on the child's target sheet/book and the teacher and child review these on a regular basis.

We ask all our children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process at our parent evenings which involve pupil consultations.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. We use our annotated lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the

progress of each child. Each teacher passes this information on to the next teacher at the end of each year. Teacher assessment is recorded every term so that the school is able to track each child's progress using average point scores and NC levels. Once this information is electronically stored we are able to see quite clearly the children who are making progress and the ones who are causing more concern.

Planning for Assessment

We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work. It is important that formative and summative assessments are incorporated into the planning process.

We use the National Literacy Strategy, National Numeracy Strategy (Abacus), National Curriculum and International Primary Curriculum to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives – the learning question. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class. We have a comprehensive 'catch up and keep up' groups to ensure that these children do not fall behind. Similarly there are support activities to extend high achievers but usually our lessons are set high to stretch able pupils naturally.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against the targets with the children attending these meetings in KS2. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year. Reviews are conducted with a child's target books which track their progress throughout their time at Braywood.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback. (See Reports, Appendix 1)

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests.

We offer parents of pupils in Foundation the opportunity to discuss the results of their Foundation Stage Profile and targets summaries. (See Appendix 2)

Each of our teachers gives parents an opportunity to attend a class meeting which identifies the main areas of study for that particular class and any issues of importance. In this update the teacher identifies how parents can support any elements of the work during the term.

Feedback to Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way. (See Marking and Homework policy)

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve their future work.

We encourage the children to make comments about their own work and the work of fellow pupils. We often employ a system of red/amber/green or thumbs or smiley faces to record whether they feel that they have understood the content of the lesson. This gives the teacher immediate feedback as to the general feel of the lesson.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Consistency

All subject leaders' share examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject. Our subject leaders also obtain examples of work from our LEA as we believe there should be a common understanding of standards right through the education process.

Monitoring and Review

Assessment at Braywood goes hand-in-hand with monitoring and reviewing. Our Headteacher is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The whole staff use this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

The purpose of monitoring is to enable Braywood:

- Identify trends
- Diagnose needs
- Check progress
- Ensure implementation
- Inform decisions

Monitoring can be done by gathering evidence through teacher's planning, lesson observations of teaching or children's learning, work scrutiny and LEA monitoring processes.

This policy will be reviewed annually by Governors and formally reviewed every 3 years by Staff and Governors. .

Examples of our MER activities throughout the year

Activity	Who	When
Whole school Leadership and Management — Complete the SEF, School Development Plan — Monitoring staff performance, — Review curriculum & provision	HT / Staff	Termly
Subject leadership — Monitor student progress and assign a level to performance — Work scrutiny or — Subject leaders lesson observations — Monitoring Folders updated in relation to the focus on our SDP including lesson observations, work sampling — Training needs	HT/Subject leaders	Termly or in Calendar SDP
Teaching and learning — Underachievement tackled including IEP including behaviour — SEN and G&T review	HT/Staff	Termly & Ongoing
Pupils — Reports Completed (mid-term & end of year.) — Pupil consultations — Student Council Meetings —	All Staff / Pupils	Feb / July
Stakeholders — Parents meetings, Governors, — SIP, Link Advisor	HT	Calendar
Outside agencies — Ofsted, Investors in People etc,	Staff	Every 3-6 yrs
Standards — KS2 & Optional SATs Exam Result Analysis — Internal tests and value added — PANDA / FFT/ Raise-on-line Data/ — Autumn Package Analysis — LEA data	HT /Staff	SEPT / Termly