**ONE INTERNATIONAL ELEMENTARY & MIDDLE SCHOOL ASSESSMENT POLICY**

**RATIONALE:**

* Assessment is a continuous process of recognising achievement and development
* Assessment should inform the learner, the teacher and parents – providing each with a basis for further progression.

**PURPOSE:**

* To ensure that all pupils are making appropriate progress
* To identify children who require extra support or those who have special educational needs (SEND) and offer additional provision, where available
* To identify aspects of the assessment policy and procedures that are working well, to gain feedback, results and inform future planning and teaching
* To maintain continuous improvement of the policy

**AIMS:**

Through assessment at ONE I.S. we aim to:

* Have a clear picture about the strengths and weaknesses in curriculum areas of: individuals, groups of pupils, cohort, Key Stages and whole school.
* Set appropriate targets for all children, based on individuals strengths and weaknesses in curriculum areas
* Gather information that will inform teachers as to what should be taught next in order to meet the needs of each child.
* Have clarity as to what pupils know, don't know, understand and can do.
* Track the progress of every child and ensure that every child makes appropriate progress.
* Use the information to influence and inform the teaching and learning aspects of school’s improvement plan
* Provide personal targets for each child so it is clear to them how they will be improving through the year

**ASSESSMENT PROCEDURES AT ONE I.S.**

At ONE IS, teachers follow two types of assessment: formative and summative. Formative refers to the continuous assessment children receive throughout lessons on a daily basis. Summative assessment refers to more formal methods of assessment, such as end of term tests, school reports and data analysis.

**FORMATIVE ASSESSMENT**

Formative assessment is used across both Key Stages in similar ways so teachers can gain an understanding of where children need to be supported. Teachers monitor individual and group learning in each lesson to improve pupil’s learning and to further improve teacher planning and delivery. This type of assessment helps teachers and students to identify strengths and weaknesses in all curriculum areas and to target areas where pupils need extra support. At ONE IS, formative assessment is used in a variety of ways to suit the demographic of the class and its pupils. One of the main ways we achieve this is by using a personalised target system throughout both Key Stages. Formative assessment is also achieved by continuous assessment of children’s work books, where weekly feedback is given for children to acknowledge.

**SUMMATIVE - ELEMENTARY**

Summative assessment is carried out at specific times during the school year. At the end of each term, children will complete a test in each core subject which will indicate to the class teacher, children’s learning progress so far and areas where they need extra support. The termly tests will be used in conjunction with the teacher’s professional assessment of each child to gauge children’s attainment levels before transitioning into their next year group.

**SUMMATIVE – MIDDLE SCHOOL**

* Maths – Students will be assessed 5 times per year, with topics for each assessment relevant to the most recent topics they have looked at. The final assessment will be a more rounded evaluation of the year’s work.
* English – Students will be assessed every half-term by a final piece relevant to the topic in that half term. For example, if it is a Poetry topic, they will have one final poem project based around the themes of that term. This will be used to inform the termly assessment sheets.
* Science – Students will be assessed 5 times per year, with the topics for each assessment relevant to the topics they have been studying most recently. The final assessment will be more rounded evaluation of the year’s work.
* History and Geography – Students will be assessed 3 times per year on project based work.
* RE/citizenship - this will be assessed over time with a termly assessment sheet completed using classwork, homework and ongoing teacher assessment.
* ICT – this will be assessed over time with a termly assessment sheet completed using classwork, homework and ongoing teacher assessment.
* Design Technology and Art – Students will have 3 assessment points based around a project. This will be assessed over time, with an assessment sheet completed termly using classwork, homework and ongoing teacher assessment.
* Tagalog and Spanish – Students will be assessed by teacher judgement 5 times per year, with one final exam at the end of the year.

Following these processes and the end of year progress tests, children in year 2 and year 6 will receive an end of Key Stage ADP (Assessment Performance Descriptors) report whereby, your child/rens’ overall progress and attainment throughout the key stage, will be highlighted from information gathered in all processes. This will then inform parents of their child’s comparative attainment levels, outlined by the National Standards, under the grading of:

* **‘Above expected’** (Secure) – working at mastery level – have a full understanding and can apply independently in different contexts/problems
* **‘Expected’** (Working Towards) – working at the expected level for their age – more independent application, can explain, use or summarise understanding
* **‘Below expected’** (Working Below) – working below their year’s Programme of Study

**AS A RESULT OF GOOD ASSESSMENT PROCEDURES, TEACHERS AIM TO KNOW:**

* Where the pupils are starting from
* Whether the individual / class learnt what was planned and taught
* Whether the children are making the expected / required progress to achieve targets set by the teacher and themselves
* Whether children are making sufficient progress to reach national expectations and beyond
* Whether children are applying their skills, knowledge and understanding across the curriculum
* Where children are not meeting expected/appropriate progress, which pupils and areas of curriculum need support
* Which pupils require placement in Booster Sessions and the appropriate provision to meet their needs

**INCLUSION & ASSESSMENT FOR LEARNING**

* Our school aims to be an inclusive school
* Where possible, we actively seek to remove and provide support to overcome the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils
* We aim to achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils.
* Through the above we make judgments about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs
* Where possible, ONE I.S. strives to meet the special educational needs of all children through the ONE I.S. graduated cycle
* Both English as a Second Language and Booster programs are continually assessed using formative assessment to ensure children with specific learning needs are progressing

**PLANNING FOR ASSESSMENT**

* We use the ONE I.S. curriculum plan to guide our teaching. This plan gives details of what is to be taught to each year group
* To support our teaching we use the British National Curriculum 2014 to ensure there is a healthy balanced curricular approach to teaching and learning.
* Lessons are planned with clear learning intentions and appropriate tasks set for the children’s ability
* Learning intentions are shared with children via the use of Learning Objectives
* Success criteria are openly shared with the children
* We make a note of those individual children who do not achieve at the expected level for the lesson and we use this information to adjust planning for the next lesson.

**TARGET SYSTEM – ELEMENTARY:**

To ensure that children are part of an assessment system that is unique to their needs, ONE IS follows a target system in which children are actively involved in understanding and monitoring their own targets in unison with the class teacher. At the beginning of each school year and after every assessment week, children will be shown their new targets that they will be working on within the next half term. This involves children reading and understanding their targets for three core subjects only: mathematics, writing and reading. Their targets will be placed in the front of their subject book which we call a “bookmark”. This will be ticked and signed by both the teacher and the pupils when they feel the said target has been completed.

**AIMS**

* Set age-appropriate targets for each child, by the class teacher
* Set appropriate time for each child to complete their target
* Set individual targets for all pupils in the areas of mathematics, reading and writing on a weekly basis
* Ensure children are actively involved in assessing their own work and reviewing where targets have been achieved
* Reviewed the progress of each child termly
* Set new targets in every child’s bookmark each half term
* Plan a free session in which children can speak to their teacher about their targets

**TARGET SYSTEM FOR MIDDLE SCHOOL IS CURRENTLY BEING DISCUSSED AND WILL BE FINALISED BY THE END OF TERM 2.**

**PARENTS & CARERS:**

Here at ONE IS, we understand the importance of parents and carers being aware of their child(ren)s’ progress. Therefore, we offer several ways in which this information is communicated to every child’s parent/carer. Written reports on individual pupils are compiled for parents/carers on an annual basis in the summer term in addition to an interim report, which is given to parents in January. In these reports, teachers will discuss the child’s progress in all subjects covered as well as targets that have been set to ensure continuous progression. Consultation sessions are timetabled for parents/carers to discuss their child’s progress, upon receiving both of these reports.

Teachers also complete a “Weekly Review” at the end of every week, to inform you about how your child is doing, indicating areas for improvement or praise for the hard work they have been doing.

**REPORTING PROCEDURES**

* Parents are offered the opportunity to meet their child’s teacher after the first term in the school year and again in the third term. At the first meeting of the school year (January) the discussion centers on how the child has begun the year and the children’s targets to be covered within the upcoming term.
* At the end of year meeting in the third term, we review the progress of each child, in all curriculum areas, that has been made throughout the year and identify next steps for the coming school year.
* During the summer term we give all parents a written report of their child’s progress and achievements during the year.
* End of Key Stage results are reported to parents of children in Year 2 and Year 6 via the ONE I.S. APD. (Assessment performance descriptors).

**PARENTS/CARERS WILL:**

* Be expected to attend meetings whereby information about how much progress their child is making, in all curriculum areas, is provided and discussed
* Be informed if their child has any specific problems
* Be expected to attend meetings to discuss and action, how the school is helping to address any problems
* Be expected to attend meetings to discuss , what they can do to help their child to make progress
* Be expected to read their child’s weekly review book
* Contact the school if they have concerns about any aspect of their child’s work

**ROLES & RESPONSIBILITIES:**

**HEAD TEACHER**

* To plan and organise meetings where common objectives can be agreed and the development and implementation of the assessment policy can be discussed and reviewed
* To support and monitor the work of the school in relation to raising standards and ensuring good pupil progress
* To ensure that the school staff are aware of the most recent assessment developments – at both local and national levels
* To ensure that agreed implementation procedures are happening school-wide
* To ensure that statutory tests are carried out to agreed timetables

**CLASS TEACHER**

* To plan for assessment opportunities each lesson
* To plan for statutory assessments
* To mark children’s work with the ONE I.S. marking code, so that children know how well they are doing and what they need to do to improve further
* To record assessment outcomes
* To be proactive in planning for lessons where children can attempt to make progress on their individual targets
* To report to parents/carers on pupil progress and statutory assessments
* To participate in Pupil Progress Meetings, the monitoring and evaluation of policies and procedures on assessment, recording and reporting

**SCHOOL ADVISORS**

* To promote a consistent approach school-wide
* To provide guidance when statutory judgments are made
* To attend meetings where common objectives can be agreed and the development and implementation of the assessment policy can be discussed and reviewed
* To support and monitor the work of the school in relation to raising standards and ensuring good pupil progress

**MONITORING & EVALUATION**

The Head Teacher ensures that this policy is implemented consistently throughout school by:

* Discussion with teaching staff, children, parents / carers
* Sampling pupil records and reports through book/work scrutiny
* Sampling teachers’ planning and assessment records through both lesson observations, learning walks and book/work scrutiny
* Reporting and reviewing with the school Owners and advisors
* This policy will be evaluated and reviewed annually – taking into account current legislation
* Any alterations will be discussed by all members of staff