



Planning and Assessment Policy

Date of last review: January 2025
Date of next review: January 2026

Rationale

What is assessment?

Assessment is the process of forming a judgement based upon information. The majority of assessment that goes on in the primary classroom is used to inform the teacher about how to organise the learning. If used effectively it can help to fashion approach of the teacher by helping to identify difficulties that a child might have with a piece of work, strategies to develop and the most effective ways of teaching- which benefit both the class as a whole and for specific individuals.

Why assess?

For teachers to plan work for children, ensuring an appropriate level of difficulty and satisfactory progression requires up-to-date and reliable information. Existing knowledge, understanding and skills competence all need to be assessed if work is to be provided that is sufficiently accessible for the individual pupil. In order for teachers to have a clear idea of what might reasonably be achieved by pupils of a specific age or attainment it is essential for the school to have a systematic assessment schedule. The need to compile records of children's progress, demanded by the Education Reform Act (1988) highlights the importance of referencing an assessment programme to the Curriculum.

At Dar ul Madinah we assess pupils work in order to:

- Plan and manage the learning experiences of the child (formative assessment)
- Identify difficulties which are impending learning (diagnostic assessment)
- Identify the stage that learning has reached (summative assessment)
- Inform reporting to parents and others.

Key Principles

At Dar ul Madinah children have an entitlement to an assessment process which:

- Provides reliable and credible information to support progression in learning
- Accurately identifies and tracks their progress
- Highlights strengths and difficulties together with strategies to manage them
- Raises the expectations of success and celebrates a broad range of achievements
- Is motivating and actively involves them in review and target setting

At Dar ul Madinah the assessment and recording procedures will support teachers in the following ways:

- By supporting quality teaching and learning
- By being based on clear and shared criteria
- By being manageable, sustainable, consistent and useful
- By meeting statutory requirements

This process will include consideration of work completed and activities observed and-where appropriate-results of specific assessment tasks and tests.

At Dar ul Madinah the assessment and reporting practice will advise parents by:

- Involving them in helping their child to meet learning targets
- Highlighting their child's successes and progress
- Identifying weaknesses and how they will be addressed
- Providing them with opportunities to review and discuss their child's achievements
- Ensuring that information about their child is detailed, specific and easy to understand.

The above key principles should be considered in conjunction with the school policies on marking and teaching and learning. "Teachers should use the results of their assessments to set work which is well matched to their pupils' capabilities" Ofsted handbook.

Responsive Teaching

Real-time classroom-based dialogue is core to our approach to assessment, comprising formal or informal dialogue between teacher and pupil about work in progress or completed work. It may take place between the teacher and an individual child, with a group or with the whole class. It may take the form of open-ended questioning, dialogue focusing on learning intentions, a written record of observations (EYFS) or targets/next steps noted on the child's work. Whatever form it takes, it will provide clear and realistic feedback to pupils about where they need to go next. We place great emphasis on this type of dialogic marking, developing teachers' ability to question to assess a child's understanding and next steps. We believe that a teacher must be as close to the learning as possible for learning to take place. Thus, leaning over a shoulder observing a calculation being completed is more of a 'teachable moment' than marking a pile of books after school. There should be evidence that the class teacher has looked at each piece of work. Although we strongly recommend marking alongside the child we understand the realities of class teaching and that piles of marking have to be taken home on occasion!

Marking is not in itself useful, what matters is that it is acted upon e.g. direct feedback given; plans altered accordingly.

Each half term, members of SLT undertake a 'book look' alongside individual class teachers to monitor progress and consistency in marking. We also use whole staff meetings to look at work in books from across the school.

Running Records

From Reception, teachers carry out 'Running Records' to assess children's reading level. The school uses the Oxford Owl books to carry out these assessments which show the readers level of accuracy and what reading strategies children use and don't use thus informing teaching. The support teacher in Key Stage 2 continues to carry out running records using the Oxford Owl system on children whose progress as a reader gives cause for concern. This informs both TAs and teachers about how they should support these children and which books will be appropriate.

Writing Samples

Teachers compile examples of unscaffolded, independent writing at regular intervals across the school year. Assessment of these writing samples contributes to over-arching targets for each child. Writing at the end of KS1 and KS2 is teacher assessed. There is no external assessment of composition, however we routinely ask our Local Authority consultant to moderate our judgements. As we do termly assessments, these, along with the children's English books, help to form a profile for final teacher assessments at the end of Year 2 and 6

Summative Assessment

Children are tested at the beginning of the school year using Toe by Toe reading age tests. Tests are diagnostic, providing children with a reading age which takes into account their actual age at the time of testing and a standardised score, with '100' being our goal for every child, i.e. their reading is at an age appropriate level. Pupils giving cause for concern are tracked and re-tested in the Spring Term. All pupils are re-tested in the Summer Term. Throughout the year teachers administer other assessments, e.g. end of units of work, spelling tests, times tables tests in Maths and concept maps or brainstorms in Science. Year 2 and Year 6 teachers complete Standard Attainment Test/Task (SATs) In Year 2 these inform an overall teacher assessment level, in Year 6 they are externally set and marked. Years 1-6 sit White Rose maths tests each term. While White Rose tests contribute to teacher assessments and are monitored by SLT, Headstart Primary tests generate standardised scores, which can then be compared with and contribute to teacher assessments and their ongoing planning. Reception do one paper at the end of the summer term. Teachers triangulate the results of these

assessments with teacher assessment and broader class work to reach end of term judgements. These inform the end of year summative tracking against Curriculum end of year objectives. Although we take a professional view of preparation for and information learnt about the child from national SAT tests, we do not allow the tests to dominate the child's learning. Our approach is a well-planned block of revision in the final few weeks before the tests. Throughout the year, sample test questions may also be used as an integral part of English and mathematics lessons, particularly in the plenary. Teachers use all that they know about a child's progress to complete a simple 'temperature check' at the end of each term. This is recorded on a RAG chart signifying whether the teacher judges the child to be 'securely on track to reach end of year expected levels', 'not yet securely on track for end of year expected levels' or 'working below expected levels'. This is handed in to the Head teacher, analysed with SLT, and discussed at the subsequent termly meetings.

Best Bits Book

At the end of every year, teachers, in collaboration with each child, select work they are proud of and include it in a 'Best Bits Book'. Children annotate their chosen work. When children leave, the book is presented to them.

Reporting to Parents

We believe that reports should have a positive effect on children's attitudes, motivation and self-esteem. We also value the input we receive from parents and see reports as one way of further developing the relationship between the school and parents.

The Annual Report to Parents will include:

- Highlights of positive achievements and progress made;
- Careful chosen language that clearly communicates whether the child is working above, at or below
- average in the core subjects;
- A summary of the child's attendance and punctuality;
- In Years 2 and 6, pupil's National Curriculum assessment results and how they compare to the results of pupils of the same age in the school;
- Positive suggestions that would help further development; and
- General comments about the child's attitude and social skills;

Two Parents' Evenings are held during the school year, Autumn - is an opportunity for the parents to meet the class teacher and share concerns, worries and so forth. It is an opportunity for parents to ask questions about the year ahead. Parents sign up for a specific time slot.

Spring - parents will have an opportunity to look at their child's work and discuss with the teacher their child's progress on a one-to-one basis. Parents sign up for a specific time slot.

The support teachers and Head teacher will also be available at each evening to meet parents with additional concerns.

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| Autumn Term | |
| September | <ul style="list-style-type: none"> • Medium Term Plans handed in • Planning and assessment meeting with Head teacher |

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| | <ul style="list-style-type: none"> • Reading age test – all children Y2-Y6 |
| October | <ul style="list-style-type: none"> • Individual Parents' Meetings • Running Records KS1 |
| November | <ul style="list-style-type: none"> • Writing sample 1 |
| December | <ul style="list-style-type: none"> • Planning Staff Meeting for spring term • End of term assessments • Termly RAG assessments • SEN Reviews |
| Spring Term | |
| January | <ul style="list-style-type: none"> • Medium Term Plans handed in • Planning and assessment meeting with Head teacher • Running Records KS1 & YR |
| February | <ul style="list-style-type: none"> • Best Bits Book – mid-year completion • Writing sample 2 |
| March | <ul style="list-style-type: none"> • One-to-one Parents' Evenings • Re-do reading age tests – lowest attainers in Y2-6 • End of term assessments • SEN Reviews • Planning staff meeting for summer term • Termly RAG assessments |
| Summer Term | |
| April | <ul style="list-style-type: none"> • Medium Term Plans handed in – • Planning and assessment meeting with Head teacher |
| May | <ul style="list-style-type: none"> • Y6 and Year 2 SATs • Running Records • Extra-curricular comments for reports by half term |
| June | <ul style="list-style-type: none"> • Y1 Phonics Check • Y4 Multiplications check • Re-do Reading age tests– all children Y1-6 • Reports due in • Y2 final assessments |
| July | <ul style="list-style-type: none"> • End of term assessments • Best Bits Book complete |

Planning

Each teacher knows the class topics for the year in advance and can plan accordingly. Weekly plans are produced for each area of the Curriculum learning objectives are differentiated and assessment opportunities are planned.

Long Term Planning

Teachers have received schemes of work for all New Curriculum topics which they have used to inform planning.

Medium term Planning

We recognise the need to draw up an overview of planning for each term or half term that reflects the requirements of the Curriculum, the School Policy documents and Schemes of Work. We also recognise the benefits to the pupils of a planned programme of work which promotes development and progression, builds on previous experiences and avoids unnecessary repetition. We appreciate the benefits of a co-operative approach to planning and the pooling of ideas. We consider this to be a successful method for putting a programme of work into practice and believe in the value of sharing ideas and the preparation of resources and materials.

Formative assessment tasks are planned during the course of each topic in order that children's attainment can be matched to the recommended Stage. Across the school all curriculum planning is set out on the proforma. The Nursery have their own planning proforma linked to the areas of learning in the Foundation Stage and Early Learning Goals, Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts.

Weekly Planning

Weekly planning for learning for all curriculum areas are written on the agreed proforma and used as a working document over the course of the week to evaluate and inform. The proforma along with supporting documents must be saved on the staff share point, under the relevant folder and clearly dated in advance of the week. In order for it to be accessible to all parties, whether for monitoring or cover purposes. All planning must clearly state the aim of the lesson and meet the needs of all pupils. Some pupils may have an Individual Education Plan (IEP) and lesson plans must include any agreed targets for learning.

Monitoring of planning

Weekly planning should be uploaded to the relevant folder on the staff Share Point. Medium term plans, which outline the coverage of objectives in all subjects, should be emailed in to the Head teacher at the commencement of each term. SLT will ensure that continuity and progression throughout the school is maintained. The SLT will arrange to see individual members of staff to discuss and advise them when necessary. SLT will also arrange a subject meeting each term to advise and update teachers about curriculum issues.