



Dania School Assessment Policy

Created: January 2013
Reviewed & approved by Board: 23rd October 2019
Next Review: October 2020

Aims

Good assessment influences teaching and learning: the processes of teaching, learning and assessing are intimately linked. They represent an ongoing cycle in which the day-to-day assessing of children's understanding supports teachers to make informed decisions about where to focus teaching and how to pitch activities to ensure the biggest impact on every child's learning. At Dania School every child is treated as an individual and our approach ensures that every child is enabled to achieve and be challenged. In taking account of how different children learn, and by engaging them in the assessment process, it is possible to create a learning pathway for each of our children that is motivational and allows them to reach their full potential. We use a variety of methods to achieve this to ensure a fully individualised education for all of our children. We are also mindful to balance their assessment with the Danish approach, which gives the children meaningful life experiences. The teachers at Dania are supported to make confident, accurate judgements based on what our children say, do, make or write - all of these are indicators of a child's knowledge, skills and understanding. Discrete assessment tasks will also be used as a means of supporting, not replacing, teachers' judgements. We also aim to provide an environment, where active play is a form of learning.

Preschool

We follow the EYFS guidelines, which allow both student and teacher to record their learning through Learning Journals. We ensure their journals correspond with the Foundation Stage Profile, which include the prime areas: Personal, Social, Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World and Expressive Arts and Design are clearly labelled and tracked through photographic evidence and examples of work.

Reception

We follow the EYFS guidelines, which allow both student and teacher to record their learning through Learning Journals. We ensure their journals correspond with the Foundation Stage Profile, which include the prime areas: Personal, Social, Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World and Expressive Arts and Design are clearly labelled and tracked through photographic evidence and examples of work.

All of our Reception pupils also sit the Base CEM assessment at the beginning of each academic session - this allows us to track each child's progress year on year, plan and implement ILPs, as well as ensuring that our teaching is as good as it can be. We also like this form of assessment as it is more 'holistic' and takes into account the personal and social development of a each child - this is central to our beliefs at Dania.



KS1/KS2

Although formally 'testing' pupils is not part of the Dania School philosophy, we realise that it is important to assess where a child is in their education in order to identify a child's individual weaknesses and strengths; therefore, in Years 1-6 we use the CEM (INCAS) online assessments for all of our children during the first term in order to establish where each of our children are in Maths and English so that we may devise and implement ILP's (individual learning plans). Termly targets and goals are also set together by the teacher and child at termly learning reviews and daily observations are also recorded. We also have the flexibility to repeat these assessments when we wish to track progress and make further individualised plans.

Formative Assessment

Formative Assessment is a powerful way of raising pupils' achievement. It is based on the principle that children will improve most if they understand the aim of their learning, where they are in relation to this and what they can do to ultimately achieve the aim.

At Dania we:

Observe the children in their learning environment each day and adapt and refine plans accordingly.

Give pupils the opportunity to be inquisitive in their learning by encouraging them to ask questions and offer opinions.

Ensure that our questioning allows for pupils to be challenged and develop higher order thinking skills.

Identify children who may have specific needs (including those who are more able) and ensure that individualised provision is planned and implemented.

Differentiate to ensure that all of our children's needs are met.

Share learning intentions/goals with the children at the start of each lesson and encourage them to evaluate their own progress and identify next steps during plenary sessions.

Set children targets in Maths, English, Danish and PSD and evaluate these regularly with both parents and children.

Encourage peer and self-assessment* where appropriate, based on specific criteria.

Give our pupils the opportunity to respond verbally and in writing to any feedback given by teachers.

Towards the end of KS2 we will prepare our children for the 11+ exam and we will assist them in preparation for external assessments such as entrance exams and other external tests.

Reporting to Parents



Reporting to parents/guardians is vital in the assessment cycle - it allows for communication about children's achievements and future targets. End of year reports are written and at Dania we ensure that these are written in a way that will help motivate our children and boost self-esteem.

The cycle for reporting to parents is: (there will also be every day interactions in the playground after school where any issues can be flagged up by teachers immediately)

December and March: Parents/teacher/pupil attend 'pupil progress meetings' to discuss achievements and create ILP for the next term.

September and February: Parent/Teacher evenings where new learning initiatives are introduced.

July: Written reports sent home.

Special Educational Needs

Further assessments will be completed during the year in order to identify children with SEN. Many children may experience special needs at some time during their school life. The nature of these needs may be: short or long term, academic, behavioural, social or health. Parental partnership is vital when we are to ensure that these children's needs are met.

NB. Children identified as being 'more able' will also have extra provision to ensure they are challenged.

***Self-Assessment**

Self-assessment is a tool used each day by pupils to encourage them to reflect on their own learning - it gives useful insight into how well pupils feel they have performed - this evaluation then informs future planning for each child.

Some of the strategies that we use at Dania are listed below:

EYFS (Preschool/Reception)

Thumbs up and down at end of lessons to demonstrate understanding of learning intentions/goals.

KS1/KS2

Thumbs up and down at end of lessons to demonstrate understanding of learning intentions/goals.

Traffic lights - gives an indication of level of understanding.



Marking/Feedback

From January 2016 teachers will mark written work in green/pink ink - green will be used to highlight evidence of a target being achieved (or where a child has done well) and pink will be used to highlight areas for improvement.

In English/Danish, incorrect spellings will be corrected above the word and incorrect punctuation will also be corrected.

Where possible, the teacher should provide a written comment (given again orally the next day) to highlight pupils' achievement/areas for development.

Homework

No formal homework is set in Reception/KS1. This is done to ensure that children have the time to develop the necessary maturity, understanding and self-directed learning skills that they need to carry out homework tasks effectively. These skills should be developed by the time the children reach Year 3, the first year of KS2. However, if the Headteacher, teacher and parents agree that **meaningful** homework would benefit individual pupils before this stage in their education then this be provided by the School.

When our children reach KS2 then they will receive weekly English and Maths homework., which is designed to build on skills learned at School. It is our belief that all homework tasks must be meaningful in order to have the maximum impact.

Dania School also uses weekly 'Smart Homework' tasks, each of which encourage children to be creative - an example of a task can be found below:

Write a radio broadcast about an important event from History. e.g. First man on the moon, sinking of Titanic, outbreak of World War II



Equal Opportunities

At Dania School we also recognise the importance of the **Equality Act 2010**. This replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that all people (pupils/teachers/parents/family/visitors etc) have equality of opportunity in accessing and experiencing the life of the school. When carrying out our day to day work, we should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity
- foster good relations across all people, whatever their characteristics may be

Written: Mike Papesch, Trustee Jan 2013

Updated: Sandy Mathewson, Headteacher Jan 2016

Reviewed: March 2017

This policy was adopted on	Signed on behalf of Dania School	Date for review
23/10/19	<i>Christina Bek Larsen</i>	October 2020