

## Lindfield Primary Academy Assessment Policy

### Principles of Assessment

- Assessment puts the child at the centre of their learning
- Assessment is at the heart of high quality teaching and learning for all pupils
- Assessment is manageable, purposeful, accessible and time-efficient
- Our assessment framework values professional judgements, dialogue and a common language
- Assessment objectives set consistently high expectations for learners
- Assessment judgements are recorded using a variety of strategies, supported with a range of evidence

### Purpose of Assessment

- To ensure teaching is appropriate and that learners make at least expected progress
- To celebrate; help plan next steps in learning and support analysis of trends, leading to school improvement
- To inform discussion and dialogue with pupils, parents/carers, colleagues, school leaders, Local Board and moderators and assessors
- To support transition between year groups, key stages and schools

### Assessment Approaches

#### Assessment *for* Learning

- **Formative** - ongoing teacher assessment so that next steps can be planned
- **Diagnostic** – ongoing/specific where difficulties are clarified so that help can be provided

#### Assessment *of* Learning

- **Summative** – end of unit of work, half term, term, year and Key Stage where overall achievements are recorded against National Curriculum expectations.
- **Evaluative** – when the work of the teacher/school is judged by the achievements of the children

### Effective Assessment

- Celebrates individual achievement
- Takes into account prior knowledge before starting a new unit of work
- Encourages self-esteem in the learner
- Identifies next steps in learning for individual pupils through a range of assessment for learning strategies
- Highlights areas of success and areas of improvement through feedback
- Encourages children to view mistakes as learning opportunities
- Encourages interaction and dialogue around learning (conferencing with children)
- Provides consistency in tracking pupils' attainment and progress towards end of year and key stage expectations: assessment to be accurate, accessible and based on a shared understanding
- Engages children in the process through peer assessment and self-assessment

- Captures learning in a wide variety of forms, including use of iPads, observation and dialogue
- Provides systematic feedback and gives time for children to respond to feedback
- Includes regular and honest moderation within school and across the locality
- Enables reporting in pupil progress meetings providing a forum for professional discussions about the whole child
- Includes regular in school staff training to maintain teachers' confidence and accuracy in assessing pupils' achievements
- Uses IT recording and tracking systems, which allows the analysis of outcomes (At Lindfield we use Target Tracker)
- Reports pupils' progress and achievement

### Effective Questioning

Teachers may:

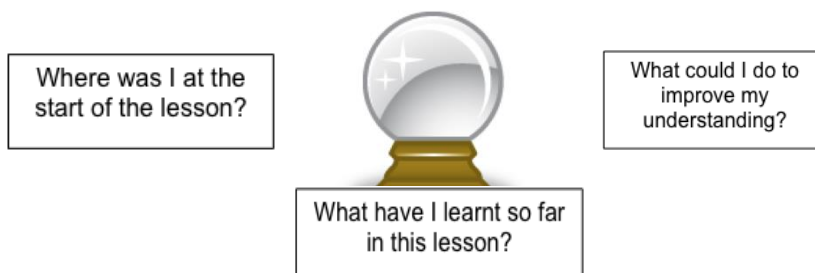
- Use questions to find out what children know, understand and can do
- Use open questions to encourage children to think deeply about their learning
- Use questions to find out what specific misconceptions there are in order to target teaching more effectively, designing questions around misconceptions
- Wait longer for answers to allow thinking
- Use talking partners, and lollypop sticks to ensure equality in answering the questions
- 'Popcorn' answers (no hands up sharing of ideas)

Types of questions may include:

- How can we be sure that...?
- What is the same and what is different about...?
- Is it ever/always true/false that...?
- How do you...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Do you agree or disagree with this statement...?
- What is the main idea of....?
- Why is...true?

Teachers will also encourage children to be reflective during lessons and think about their own learning journey and what they may do differently next time.

See Reflection Questions (Appendix 2)



### Sharing Learning Intentions (I cans)

Children will be taught to recognise the difference between a **task** and **learning** (separating what they have to do from what they will learn).

To involve children fully in understanding learning outcomes teachers will:

- Explain clearly the reasons for the lesson or activity in terms of the learning objectives
- Share the specific assessment criteria with children and where possible involve the children in breaking down the lesson objective into success criteria so that they are able to assess their learning against them (verbally or written)
- Help children to understand what they have done well and what they need to develop
- Looking at a range of other children's responses to the task set or a WAGOLL (what a good one looks like) can help children understand how to use the assessment criteria to assess their own learning

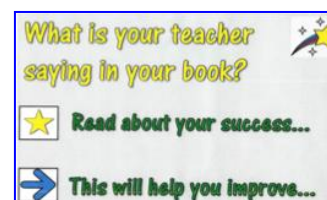
Success Criteria focus on the skills being learned, are general and do not refer to the context. They might consist of a "to do" list, or provide a choice of features that make up successful learning. Success criteria should be focused and there should not be more than 5 for any one learning intention.

### Feedback and marking

Feedback enables children to understand the strengths and areas for development demonstrated in their work. Next steps can then be identified.

Giving feedback involves talking to children, encouraging them to be reflective about the learning objectives and their work and marking.

See Developmental Marking Policy.  
(Appendix 1)



## Summative Assessment

### EYFS

- Baseline Assessments are recorded to inform assessments on Target Tracker. Children are assessed against 'Development Matters' age bands and descriptors and a summative judgement is made against the steps.
- Judgements are entered onto Target Tracker three times each year
- During the summer term, the final teacher assessments are reported using the EYFS Profile and Characteristics of Learning. Parents receive a written report
- Phonics is assessed at the end of each half term, using the RWinc tracking sheet. Children are grouped accordingly from January.

### Key Stage 1 and 2

- Summative assessment occurs 3 times each year in Maths, Reading and Writing. Statements and steps are recorded in these subjects plus the wider curriculum subjects on Target Tracker
- Phonics is assessed each half term, using Read Write inc tracking sheets unless children are 'off book'
- Year 1 are assessed using the standardised national phonics test in December
- In year 2 standardised national tasks are used to inform end of Key Stage teacher assessments. These are recorded on Target Tracker and reported to the Trust, Local Authority and parents
- In Year 6, statutory attainment tests (SATs) are carried out as required. These are recorded on Target Tracker and reported to the Trust, Local Authority and parents.

## Tracking and the Effective Use of Data to Plan Learning

Teachers will record their assessments on Target Tracker three times per year.

To make a step judgement, children achieve the statements and this is transferred onto Target Tracker (statements are taken directly from the National Curriculum).

The amount of statements achieved determines which step the child is working at within year group expectations e.g. b, b+, w, w+, s, s+.

At each midway point during the three terms the Principal, SLT and SENco will meet with year groups in **Pupil Progress Meetings**. Progress and Attainment of the class is discussed and children or groups within the class may be identified for interventions

B	<b>Beginning</b> (below the expected EOY age related standard)	Some statements are achieved
B+	<b>Beginning Plus</b> (below the expected EOY age related standard)	Approximately 25% statements are achieved and/or approximately 50% statements are working towards
W	<b>Within</b> (below the expected EOY age related standard)	Approximately 50% statements are achieved
W +	<b>Within Plus</b> (below the expected EOY age related standard)	Approximately 50% statements are achieved and the remaining statements are at least working towards.
S	<b>Secure</b> (At expected EOY age related standard) and on track for a scaled score of 100+	Approximately 75% statements are achieved and the remaining statements are at least working towards.
S+	<b>Secure Plus</b> (Above the expected EOY age related standard) and on track for a scaled score of 100+	All of the statements are <i>achieved including all of the Key Performance Indicators</i>

## Reporting to Parents

Autumn Term	Spring Term	Summer Term
Meet the Teacher Parents Consultation	Parents Consultation (Interim Report)	Written Report
SEN ILP Meetings Open afternoon	SEN ILP Meetings Open afternoon	Open afternoon-Curriculum Celebration 'Visit your new classroom'

From Year 1 to Year 6, every pupil has a set of 'End of Year Expectations' to achieve by the end of each academic year in English, Mathematics and Science.

The Interim Report is handed out at the mid-year point and further discussed at parent consultation. Parents will be notified if a child is "on track" to achieve end of year expectations – along with some areas of focus to work on in school and support a child's learning at home. If a child is NOT "on track",

information will be provided regarding the support in place as well as how a parent/carer can support a child's learning at home.

The end of year report will communicate where your child is working within year group expectations in Reading, Writing, Maths and Science. This report will inform if a child is

**working below end of year expectation**

**working within end of year expectation**

**met end of year expectation**

**exceeding end of year expectation**

The ultimate aim is that by the end of Year 6, every pupil will be ready for the next stage of their education in Secondary school, by achieving the Year 6 expected grade.

Results of SATS are reported to parents of Year 2 and Year 6 children at the end of the summer term. Parents of children in Year 1 receive their Phonics Test results in the summer term. The class teacher meets with parents of those children on the SEN register who require an ILP (Individual Learning Plan) or Class Support Plan to review progress and update targets.

## EYFS

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Six Weeks in Parents Consultation</b>	<b>Written Report Parents Consultation (Interim Report)</b>	<b>End of Year Report</b>
<b>SEN ILP Meetings Open afternoon</b>	<b>SEN ILP Meetings Open afternoon</b>	<b>Meet the Year 1 teacher Open afternoon-Curriculum Celebration</b>

The Early Years Foundation Stage holds parent consultations in the Autumn and Spring terms. At these consultations staff will share observations and highlight the children's Next Steps in Learning with the parents. The class teacher meets with parents of those children on the SEN register who require an ILP (Individual Learning Plan) or Class Support Plan to review progress and update targets.

## Transition

In order to provide a smooth and effective transition, we hold a Summer Term staff meeting where tracking and assessment information is passed on and shared with the child's next class teacher.

## An Inclusive Approach

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support or intervention.

## Roles and Responsibilities

**Local Board** – monitor progress data with support from Principal and Vice Principal.

**The Principal/Vice Principal** – moderate assessments, provide data analysis reports to staff and Local Board. Ensure targets are set and rigorously compared with national data. Hold teachers to account in pupil progress meetings and in performance management

**Subject Leaders-** Subject Leaders will moderate assessments in staff meetings and when scrutinizing work books. They will assist teachers to source materials for assessment and provide support and guidance to other staff

**Teachers** – Regularly assess pupils to ensure that children develop detailed knowledge and skills and achieve well. Teachers provide feedback and adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as SLT. Update Target Tracker ready for pupil progress meeting

**Teaching Assistants-** provide feedback to teachers on progress and attainment of pupils they work with

**Parents/Carers** - support children at home with their learning and with homework

**Pupils-** complete work to the highest standards in order to make good progress in school

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

