

Policy title	Assessment Policy
Written by	Vice Principal
Policy owner	Principal

Status	Finalised
Summary of change	Updated for 2024 – New assessment tracking system added and Trust Data Snapshot information incorporated

Approval date	September 2024
Approval authority	Principal
Review date	September 2025

Lindfield Primary Academy Assessment Policy

1. 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 ambitious targets for all learners
- Assessment strategies enable learners to know more and remember more
- Assessment judgements are recorded using a variety of strategies, supported with a range of evidence

2. Purpose of Assessment

- To ensure teaching is effective and that learners achieve curriculum end points at the end of each term/year/key stage
- 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, the Governing Board and moderators and assessors
- To support transition between year groups, key stages and schools

3. Assessment Approaches

3.1. 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 for Learning strategies could include:

- Sharing the intended learning
- Co-constructing success criteria
- Planned questioning
 - Whole class and around the room (What if... Can you explain...? Why does...?)
- Observing
- Mini plenaries
 - Check progress towards the acquisition of new knowledge and check for misconceptions.
- Class quizzes
- Mini whiteboards
- Live feedback during the lesson
- Time for pupils to respond to feedback
- Think, pair, share
 - Effective use of talk partners, discussion in pairs, thinking pairs
- Peer assessment
 - In pairs pupils reflect upon prior knowledge and new knowledge
- Self-assessment

- Pupils reflect on their own prior knowledge and celebrate new knowledge.
- Classroom exit slips
 - Pupils write a summary sentence of what they now know at the end of the lesson.
 - An exit list of Most...things, most challenging, most interesting, most useful, most surprising, most important in my view

3.2. Assessment of Learning

- **Summative** – end of unit of work, half-termly, termly, yearly and end of Key Stage points 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

4. 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 curriculum end points, 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 technology, 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 Sonar)
- Reports pupils' progress and achievement

5. 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, as well as designing questions around misconceptions to assess understanding
- Wait longer for answers to allow thinking

- Use talk partners and ‘no hands up’ approaches such as named lollypop sticks to ensure equality in answering the questions
- ‘Popcorn’ answers (another ‘no hands up’ sharing of ideas)

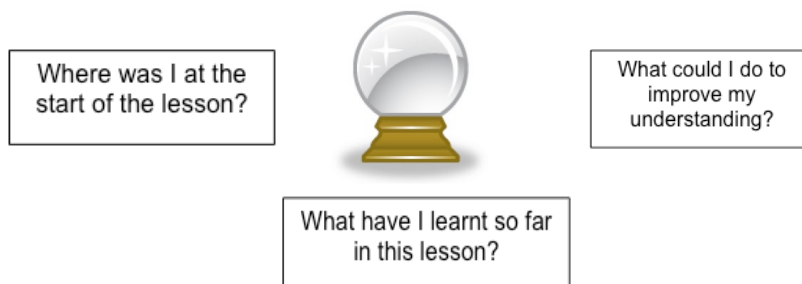
Types of questions may include:

- How can we be sure that...?
- What is the same and what is different about...?
- Is it ever/sometimes/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 the statement...?
- What is the main idea of....?
- Why is... true?

6. Green Pen Reflection

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

See Reflection Questions (Appendix 2)



7. 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, wherever 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
- Look at a range of other children’s responses to the task set or a WAGOLL (What A Good One Looks Like) in order to help children understand how to use the assessment criteria in assessing their own learning

Success criteria support pupils to reach or surpass the expected outcome. 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.

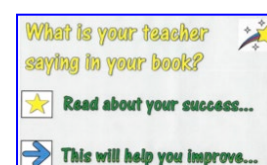
8. Moderation

Regular moderation is timetabled into our academy yearly planner, with moderation of the core subjects taking place at least three times per year. Moderation enables the professional discussion between colleagues regarding what pupils know about the taught curriculum and how they have met curriculum end points. Moderation also enables a degree of standardisation within both Trust academies and other locality schools.

9. 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).



10. Summative Assessment

10.1. EYFS

- Baseline Assessments are undertaken in the initial weeks of Early Years. Children are assessed against 'Development Matters' age bands and descriptors and a summative judgement is made against the steps. Teachers predict % of children meeting GLD in November
- Judgements are entered onto Sonar throughout the year and are celebrated with parents on Seesaw
- 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.

10.2. Key Stage 1 and 2

- Formal summative assessment occurs at points throughout the year in all subjects, with teachers assessing whether children are working at the expected age-related standards.
- Phonics is assessed each half term, using Read Write Inc tracking sheets unless children are 'off book'
- Year 1 are assessed using a previous standardised national phonics test in November to inform predictions. They then undertake the Phonics Check in June.
- In Year 2, non-statutory tasks are used to inform end of Key Stage teacher assessments. Teacher assessments are recorded on Sonar and reported to the Trust and parents. Year 2 teachers also make predictions in November.

- In Year 4, children take the Multiplication Tables Check in June. There is no pass mark for this assessment but results are recorded on Sonar and reported to parents.
- In Year 6, statutory attainment tests (SATs) are carried out as required. These are recorded on Sonar, SIMS and reported to the Trust, Local Authority and parents. Year 6 teachers make predictions in October.

11. Pupil Progress Meetings

Pupil Progress Meetings between senior leaders and teachers are planned three times each year to discuss what pupils know about the taught curriculum. Pupils’ knowledge of the curriculum end points, term by term, year by year builds to their knowledge of end of key stage end points.

During pupil progress meeting colleagues discuss the following:

- What % of pupils know the taught curriculum so far for reading, writing and maths?
- What % of pupils know the taught curriculum so far for reading, writing and maths combined?
- What % of SEND pupils know the above?
- Which children need a particular focus and how will their progress be accelerated?
- How are teachers supporting those pupils falling behind to catch up quickly?

12. 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'

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 where parents can 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 a child is working within year group expectations in ‘core’ subjects (Reading, Writing, Maths and Science) as well as the foundation subjects. This report will inform if a child is

- **working below end of year expectation**
- **working just at end of year expectation**
- **working securely at end of year expectation**

- **working above 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 the statutory SATS are reported to parents of Year 6 children at the end of the summer term. Similarly, parents of children in Year 1 receive their Phonics Test results and parents of Year 4 children will be given the score of their child in the Multiplication Tables Check in the summer term too. 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 at set intervals throughout the year.

13. EYFS

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

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.

14. Our Trust’s Data Snapshots

Our Trust’s data snapshots collect the teacher assessment data for the end of term curriculum end points in Terms 2, 4 and 6. Class teachers and academy leaders will ask the following questions:

- Do pupils know the curriculum that they have been taught?
- How do I know that pupils know the curriculum that they have been taught?

15. Transition

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

16. 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.

17. Roles and Responsibilities

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

The Principal/Vice Principal – moderate assessments and provide data analysis reports to staff and the Governing 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 – 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. They provide assessment information for pupils and parents as well as SLT. They will update Sonar 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.