



# Assessment Policy

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## **Assessment Policy**

This document has been formulated by staff and Proprietors at Lake Haven School.

### **Underpinning Principles for assessment**

1. Assessment is at the heart of teaching and learning.
  - a. Assessment provides evidence to guide teaching and learning.
  - b. Assessment provides the opportunity for students to demonstrate and review their progress.
  
2. Assessment is fair.
  - a. Assessment is inclusive of all abilities.
  - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
  
3. Assessment is honest.
  - a. Assessment outcomes are used in ways that minimise undesirable effects.
  - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
  - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
  
4. Assessment is ambitious.
  - a. Assessment places achievement in context against expected standards.
  - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
  - c. Assessment objectives set high expectations for learners.
  
5. Assessment is appropriate.
  - a. The purpose of any assessment process should be clearly stated.
  - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
  - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
  - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future

learning.

6. Assessment is consistent.

a. Judgements are formed according to common principles.

b. The results are readily understandable by third parties.

c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

a. pupils in developing their learning;

b. parents in supporting children with their learning;

c. teachers in planning, teaching and learning. Assessment must provide information that justifies the time spent;

d. appropriate agencies and local authorities;

e. school leaders and governors in planning and allocating resources; and

f. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

(Report of the NAHT Commission on Assessment February 2014)

### **Our philosophy of assessment**

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment, currently *the headteacher*.

### **Our method of assessment**

- Our assessment system has been developed carefully to meet DfE guidance and our philosophy of assessment.
- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching

standards and help us improve.

- We assess pupils against assessment criteria, using end points of the National Curriculum, White Rose mathematics and Science and the year group level indicators for English.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.

### **Our assessment system**

All children attending the school have an Education, Health and Care Plan (EHCP). The outcomes identified on these form assessment criteria that teachers and staff assess against for the annual review process. These outcomes also inform the Personalised Targets which are implemented and reviewed termly.

- Tracking attainment with the curriculum end points,

The new National Curriculum (2014) has set out clear expectations for what children should achieve by the end of each key stage and, for English, Maths and Science, has provided guidance as to when in each phase this content should be covered.

- The terminology that we use to describe the attainment of pupils is consistent and clear across the school.

Each year band is broken down into 5 steps:

#### **Reported to parents/agencies and LAs**

working towards Standards (WTS)

working at Age Related Expectations (ARE)

working in greater depth (GD)

The three broader sections may be thought of in these terms

**Working towards standards**– Pupil learning is chiefly focused on the criteria for the band. There may be elements of the previous year band in which they still need to gain full confidence.

**Working at 'Age related expectations** – Pupil learning is fully focused on the criteria for the year band.

**Working in greater depth** – Children have confidently mastered the criteria of the year band. There may be pupil learning still focused on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

- Assessment at the GD step effectively represents mastery with depth and allows the school to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. This allows children to demonstrate their mastery of a particular skill at a deep and thorough level before moving on.

**Pupils working below ARE and pupils with SEN** - Pupils who are working below the beginning of the Year 1 band will still be assessed using the Pre-key stage standards alongside other specific developmental criteria to gain a thorough understanding of where that child is at and also the next steps needed to help that child to progress. For pupils working below ARE, they will be assessed using WTS, ARE, but not at GD. At this point, children will progress to the next year band.

## **Our Approach to different forms of assessment**

### **1. Day to day in school formative assessment**

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- rich question and answer sessions during lessons
- verbal feedback marking of pupils' work
- observational assessment
- regular short recap quizzes
- scanning work, from across the curriculum, for pupil attainment and development

- adult and peer feedback and responses
- child self-assessment, reflection on learning

## **2. In school summative assessment**

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school, summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried out at the end of each term or unit and provide ratification of formative assessment. They take the form of written tests, observations, assessment tasks or photographs.

As National Curriculum levels have been phased out, our approach is to map children's progress against age-related/stage appropriate expectations.

We use some summative assessments as diagnostic tools and to help inform our on-going teacher assessments. These include:

White Rose Maths assessments- end of units

White Rose Science assessments - end of units

Twinkl Phonics Assessment

Independent writing - termly

Targets against EHCP - termly, ongoing and annual reviews

## **3. Nationally standardised summative assessment**

The focus for our pupils at Lake Haven is to develop their wellbeing and self-esteem alongside learning. They often start at our school below ARE due to gaps in education provision due to their needs individually. Should we feel that it is of no benefit for our children to undertake Nationally standardised summative assessments due to the levels of anxiety placed on the child, they will not be entered into the assessments at this time. All of our children are individually assessed against the year band 'stage' they are working towards/within. We have very high expectations for teaching and learning and teachers are knowledgeable with regards to the standard for ARE for the age of the children they teach.

## **Our use of assessment**

- Teachers are kept up to date with developments in assessment practice through school staff meetings. Professional development opportunities are provided and accessed as necessary.
- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they make progress. Teachers and leaders analyse the data across the school to identify children that may need specific intervention to help them make progress.
- The information from assessment is communicated to parents and pupils. Parents and pupils receive information on what has been achieved and guidance on what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

## **Arrangements for the Governance, management and evaluation of assessment**

The Assessment Leader is responsible for ensuring that this policy is maintained and followed. In this school, the Assessment Leader is the head teacher.

Monitoring of the effectiveness of assessment practices will be carried out by senior leaders and will include, for example, pupil performance meetings, data analysis, tracking data and work scrutiny.

## **Roles and Responsibilities**

Proprietors

- Monitor whole school data.
- Monitor assessment practices in school.

Senior Leadership Team

- Moderate teacher assessments and tests.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.

- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

#### Teachers

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.
- Moderate alongside colleagues

#### Tutors

- Provide feedback to teachers on pupil progress and attainment.

#### Parents and carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

#### Pupils

- Take ownership of their learning, working hard to achieve their targets.
- Allow others to learn in a safe and settled environment.

This policy will be reviewed annually in line with the school's policy review cycle.



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## Appendix 1

### School Year Assessment Overview

<b>September</b>	<ul style="list-style-type: none"><li>● Analysis of summer term data</li><li>● Teacher performance management.</li><li>● Target-setting meetings.</li><li>● White Rose Diagnostic for maths</li><li>● Baseline assessment for new starters, spelling, maths, writing, reading</li></ul>
<b>October</b> <b>(End of Autumn 1)</b>	<ul style="list-style-type: none"><li>● Pupil Progress Meetings.</li><li>● An independent piece of writing for formal assessment</li></ul>
<b>Beginning of December</b>	<ul style="list-style-type: none"><li>● Moderation Meetings</li><li>● Pupil Progress Meetings</li><li>● White Rose diagnostic</li><li>● An independent piece of writing for formal assessment</li></ul>
<b>December</b> <b>(end of Autumn 2)</b>	<ul style="list-style-type: none"><li>● Assessment Week</li><li>● Input data onto the pupil's assessment record</li><li>● Analyse data/moderation.</li></ul>
<b>Jan/February</b> <b>(End of Spring 1)</b>	<ul style="list-style-type: none"><li>● White Rose Diagnostic (start of Spring)</li><li>● Pupil progress meetings.</li><li>● Teacher performance management reviews.</li><li>● Moderation Meetings.</li><li>● An independent piece of writing for formal assessment</li></ul>
<b>March/April</b> <b>(End of Spring 2)</b>	<ul style="list-style-type: none"><li>● Assessment Week</li><li>● Input data on to the pupil's assessment record</li><li>● Analyse data/moderation.</li><li>● Pupil progress meetings (including a review of interventions).</li><li>● An independent piece of writing for formal assessment</li></ul>
<b>May</b>	<ul style="list-style-type: none"><li>● White Rose Diagnostic</li><li>● Moderation Meetings.</li></ul>
<b>June/July</b>	<ul style="list-style-type: none"><li>● Moderation</li><li>● Pupil Progress Meetings</li><li>● Transition meetings and class information handover.</li><li>● An independent piece of writing for formal assessment</li><li>● Finalise teacher assessments.</li><li>● Data analysis.</li></ul>

## Appendix 2 - Subject Assessment Overview

### **Reading**

Twinkl year group Reading assessments. 'I can statements', dated when achieved, build up a picture of progress. We will use the Schofield and Sims Complete Comprehension material for KS2 children.

### **Writing**

Regular teacher assessments using writing gathered across subjects and Big Writing. Year groups assessment criteria to be dated when achieved, build up a picture of progress. Writing checklists used for extended writing linked to Year/stage expectations.

### **Spelling**

Weekly spelling activities of common exception words and subject vocabulary, tested weekly. Systematic phonics and spelling rules taught at a level appropriate to children/classes.

### **Maths**

White Rose assessments used at start of term as a diagnostic tool and at end of term to show attainment and progress. Tests in arithmetic and reasoning, dated when achieved, build up a picture of progress.

### **Science**

White Rose assessment dated when achieved, builds up a picture of progress over the year- specifically with regards to Scientific enquiry as opposed to knowledge based. Children create (and then answer) questions at the start of the topic- what they'd like to learn about.



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