



Lake Haven School

Assessment Policy 2026/27

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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 to support them to assess accurately.
- 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 taken from 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 informed by the National Curriculum.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing a appropriate.

Our assessment system

All children attending the school have an Education, Health and Care Plan (EHCP). The outcomes identified on these inform the assessment criteria that teachers and Senior Leaders assess against for the Annual Review process. These outcomes also inform the Personalised Targets which are implemented and reviewed termly. These targets may be academic, or have a social, communication, developmental or emotional focus.

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 band is broken down into 4 steps:

Working below Key Stage (PKS)

Working Towards the expected Standard (WTS)

Working at the Age Related Expectation (ARE)

Working at Greater Depth (GD)

The broader sections may be thought of in these terms

Working below Key Stage— Pupil learning is focussed on learning that is at least two years below their chronological age. They may require repetition or time to secure foundational learning. They will 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.

Working Towards the expected Standard— 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 be secure.

Working at the Age Related Expectation – Pupil learning is fully focused on the criteria for the year band.

Working at Greater Depth – Children have confidently mastered the criteria of the year band. There may be learning still focused on gaining a thorough understanding but the broad expectations for the band have been met. Assessment at the GD step effectively represents mastery and allows the school to identify pupils who, while still operating at age related expectations, have attained a more thorough understanding 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.

Our Approach to different forms of assessment

1. Day to day 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
- monitor pupil progress

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 conversation.

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 and diagnostic tools 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 - termly

Independent writing - termly

Reading assessments - 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 supporting learning. We recognise that pupils may join our school working below ARE due to gaps in education and their individual needs. 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 that time. This decision will be made with parents and, where appropriate, the child. All of our children are individually assessed against the year band 'stage' they are working within. We have very high expectations for teaching and learning and teachers are knowledgeable about the age group they teach, and the prior learning stages to support children to close their gaps.

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 to 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 Headteacher.

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

Roles and Responsibilities

Proprietors and Headteacher:

- Monitor whole school data.
- Monitor assessment practices in school.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Subject Leaders:

- Moderate teacher assessments and tests.
- Analyse data for school improvement and reporting.
- Lead and monitor their subject area.

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.

Appendix 1

School Year Assessment Overview

September	● Analysis of summer term data ● Teacher performance management. ● Target-setting meetings. ● White Rose Diagnostic for maths ● Baseline assessment for new starters, spelling, maths, writing, reading
October (End of Autumn 1)	● Pupil Progress Meetings. ● An independent piece of writing for formal assessment
Beginning of December	● Moderation Meetings ● Pupil Progress Meetings ● White Rose diagnostic ● An independent piece of writing for formal assessment
December (end of Autumn 2)	● Assessment Week ● Input data onto the pupil's assessment record ● Analyse data/moderation.

Jan/February (End of Spring 1)	● White Rose Diagnostic (start of Spring) ● Pupil progress meetings. ● Teacher performance management reviews. ● Moderation Meetings. ● An independent piece of writing for formal assessment
March/April (End of Spring 2)	● Assessment Week ● Input data on to the pupil's assessment record ● Analyse data/moderation. ● Pupil progress meetings (including a review of interventions). ● An independent piece of writing for formal assessment
May	● White Rose Diagnostic ● Moderation Meetings.
June/July	● Moderation ● Pupil Progress Meetings ● Transition meetings and class information handover. ● An independent piece of writing for formal assessment ● Finalise teacher assessments. ● Data analysis.

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.

