

## **LOUDWATER COMBINED SCHOOL**

### **Assessment Policy**

This policy should be read in conjunction with the Marking and Feedback Policy

#### **Introduction**

The purpose of assessment is to maximise learning. Assessment ensures we teach children according to their stage of development, at their point of learning and at the most effective and efficient pace. It is a crucial and integral part of the teaching and learning process. It is essential that assessment is not seen as the end of the process but that the outcome of all assessment is then used to inform future teaching and planning.

Assessment for learning permeates all our teaching and allows us to adapt, change and target our teaching to the precise point and pace of children's learning thus ensuring our time is used effectively and learning is maximised.

Assessment allows us to give quality feedback to children and celebrate with them their progress. It allows them to be involved and take control of their learning.

Assessment will reveal when additional support or challenge are necessary. It gives teachers feedback as to the effectiveness of their teaching or teaching methods and thus informs future planning as well as any modification necessary to lessons.

Assessment provides a sound basis for reporting to parents and informs discussions with them.

Assessment enables us to monitor the progress of individuals, groups and cohorts as well as judge the pace a child is learning at. It is the starting point of target setting whether at individual, class, school or national level. It enables the performance of the school to be monitored and evaluated against other schools and will highlight areas in need of improvement.

#### **What are the different forms of assessment used in school?**

##### **Day to day formative assessment**

The most influential assessment for learning is formative and takes place continually as part of high quality classroom practice. Assessment for learning takes place whenever a teacher needs to judge children's learning either to adapt lessons, plan future work or to pass information to other stakeholders

**For pupils:** In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives. Teachers marking and verbal feedback then helps to identify where pupils need to target their efforts to improve.

**For parents:** We aim to effectively communicate in-school formative assessments to provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

**For teachers:** In-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary.

It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly

**For the Senior Leadership team :** If the SLT are confident staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

**For School Governors:** During class visits, the governors will look at pupils' books. By doing this they will gain an awareness of the use of marking codes and the use pupils are making of this feedback to improve.

**For Ofsted:** Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in the school.

The government does not intervene at this level of assessment, which should serve the needs of pupils and teachers.

### **In-school summative assessment**

**For pupils:** In-school summative assessment provides pupils with information about how well they have learned and understood a topic or unit of work taught over a period of time. It is used to provide feedback on how they can continue to improve. This may take the form of a progress test on a termly basis in reading, spelling, grammar and punctuation or maths. It could also be a piece of extended writing. See Appendix 1 for our assessment timetable.

**For parents:** In-school summative assessments are reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, termly, half-yearly or yearly.

**For teachers:** In-school summative assessment enables teachers to evaluate both pupil learning at the end of a unit of work and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning. Analysis of pupils' performance at this level is completed electronically and will be shared with pupils.

**For the Senior Leadership Team:** In-school summative assessment enables the SLT to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve expected progress and age expected attainment. It can also help to identify where there may be a need for continuing professional development.

**For the School Governors:** The school governors will be provided with anonymised information about summative assessments and how they have informed teacher assessments at Curriculum and Recovery Committee meetings and the Head teacher's termly report to governors. This will support them in the monitoring of pupil progress over time and challenging the SLT to account for this.

**For Ofsted:** Ofsted will not look at internal assessments or tracking. The impact this has on the quality of teaching and learning will inform their judgements in these areas.

The Government does not have a role in determining in-school summative assessment.

## **Nationally standardised summative assessment**

**For pupils and parents:** Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. These external assessments take place at the end of Key Stage 2 (Year 6)

**For parents:** Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

**For teachers:** Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

**For the senior leadership team and school governors:** Nationally standardised summative assessment enables the SLT and school governors to benchmark our school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. Our School complies with all statutory assessment procedures including Foundation Stage Profile, Phonics Screening Check, Multiplication Check and end of Key Stage Assessments. We continue to set end of Key Stage targets.

**For Ofsted:** Nationally standardised summative assessment provides a starting point for Ofsted's discussions with the school when making judgements about its performance, as part of Ofsted's wider judgements of the school's overall effectiveness.

**For the Government:** Nationally standardised summative assessment allows the Government to hold the schools to account and to measure the impact of education at the school.

### **Who Assesses?**

Assessment begins when a child joins our school. Records from previous schools and other settings are received both in hard copy and electronically and consulted by teachers as necessary.

### **Parents**

Assessment for learning begins when the Foundation Stage teacher visits all new children at home. The purpose of this meeting is for parents to share information about their child. This gives us vital information before they start school. At all stages throughout a child's time at the school, parents give us valuable information about their child's progress. This can come in a variety of forms and includes such things as notes in reading record books, comments at parent/teacher discussion times, comments on home-learning, etc. This information is taken seriously by staff and will be followed up with adjustments made where appropriate to the teaching programme, for example a child may move onto more challenging reading books.

### **Pupils**

Our pupils are the most important members of the teaching and learning team and play an important role in self-assessment. Children at the end of a lesson or piece of work are asked to indicate how they felt about their learning using the "Feedback 3" system in KS1 and "Feedback 5" as they progress through KS2 by reflecting on their learning. By developing in our pupils skills of checking work and discussing each other's work, they become aware of areas they need to pay greater attention to.

At the beginning of a unit of work pupils, as appropriate to their age are informed about the skills they will develop or this is discussed with the children so that success criteria can be devised.

## **Teachers**

Teachers are observing and assessing children's learning throughout every lesson. By including appropriate activities and using careful questioning they can monitor the children's grasp of learning objectives and during the lesson adapt the lesson by moving to more challenging content, scaffolding the learning or adjusting the pace of the lesson etc. Throughout lesson teachers are actively looking to identify the children who have grasped the skills and knowledge taught and those who need further work to establish a concept.

When children are working individually teachers will often check the standard and accuracy of work near the beginning and deal with any misconceptions at an early stage. Mini-plenaries should be a feature of good lessons where misconceptions are addressed as soon as they become evident, alternatively they can be used to move the learning on, when all or a group of children are ready for this.

Teachers provide feedback on all children's work and are able to decide whether to move onto new work in the next lesson or plan some consolidation work.

In addition to this teachers will plan specific activities, often at the beginning and end of blocks of work, to help them assess the children's achievements according to age related expectations; this will also include the use of progress tests on a termly basis.

## **Support Staff, Supply Teachers, Students**

Support staff, supply teachers and students continually assess the children they are working with against the objectives planned by the teacher. These assessments are reported to the teacher orally and are recorded on the appropriate whole class feedback sheet or distance marking sheet.

## **Subject Leaders**

Subject Leaders monitor their subject through observations and book surveys as well as auditing planning. As part of this they monitor assessment taking place and its effectiveness in informing planning as well as the standards achieved.

## **Head teacher and Governors**

The Head teacher and Governors have important parts to play in the monitoring and moderation of assessment and how it is used to inform future planning. They can also offer advice to staff on ways to make assessment manageable and effective. The Local Authority collects the results of statutory assessment to feed into the National picture. They provide comparative information, support with target setting and audit statutory assessment procedures. Governors examine and challenge school results through relevant committees and when meeting with subject leaders.

## **What and When to Assess**

The school has agreed assessment procedures. The teachers assess against National Curriculum statements in Reading, Writing and Maths termly. These judgements are reached through ongoing assessment. This information is recorded on Sonar Tracker. Year 2 and year 6 pupils complete the end of Key Stage assessment tasks and tests in May. Pupils in Year 3, 4, & 5 complete PIXL tests before the end of the school year.

Foundation subjects are assessed at the end of each topic and these assessments recorded using Sonar Tracker.

### **How do teachers assess?**

Teachers assess against clear learning objectives. They assess in a variety of ways including:

- Observation of children
- Questioning of children
- “Show me” activities
- Asking the children for feedback on their learning
- Marking
- Setting specific assessment activities

The results of all assessments are used to inform and adjust planning, ensuring that any “gaps” in a child’s understanding are addressed through subsequent teaching and where necessary focused interventions. Similarly results of assessments may show where progress can be accelerated and this too must be incorporated into planning.

### **Using Assessment Results to Monitor Progress**

#### **Foundation Stage**

Each September a baseline assessment is used to explore the development of pupils within the first six weeks of term. The EYFS profile is used to record the results of teacher assessment and is updated on a termly basis. We use Sonar Tracker to record these assessments and to create consistency across the school. A profile of pupil learning is created and updated regularly, through observations made by the teacher and teaching assistants.

#### **Tracking**

On a termly basis, pupil progress is tracked and recorded using Sonar Tracker. Teacher assessments are made for Spoken language, Reading, Writing, Maths and Science.

These are analysed with regard to progress and attainment. Analysis takes place to explore the progress of different pupil groups to ensure that their progress is in line with all others and in some cases to check that progress has been accelerated as the result of an intervention. Groups whose progress is analysed are: girls, boys, pupils belonging to different ethnic groups, pupils with English as an additional language, disadvantaged pupils, pupils who have joined the school at different times, pupils with SEN, vulnerable pupils, looked after children and according to birth term. Reports generated through Sonar Tracker enable us to do this.

Pupil progress meetings are held to identify any children not progressing and to put in place interventions to support and close gaps. We use the PIXL combined tracker to identify those children who have a vulnerability in a particular subject, or who with a targeted intervention could reach above age related expectations.

### **Using Assessment Results to Monitor School Performance**

Each year the End of Key Stage results are closely monitored. Analysing School Performance (ASP) is a valued document and provides much of the analysis we need. We analyse:

- Characteristics of the cohort (numbers of pupils with SEN, catchment area, boy/girl ratio, EAL, turbulence and prior attainment of the cohort)
- Trends in our results over several years
- Anomalies in results (are they a reflection of the cohort?)
- Comparisons with national averages are made
- Progress measures – Foundation Stage Profile to Key Stage One to Key Stage Two

During the time when National Tests were not taking place we continued to make teacher assessments in FS, KS1 & KS2 and submit these to the Local Authority.

Foundation Stage Profile Scores and Key Stage 1 & 2 results have been used to compare our results with the National and County results. This analysis is discussed with the Governing Body and the Local Authority. Following this analysis, areas for development are identified and incorporated into the School Development Plan. This in turn feeds into teacher's performance management targets. These areas are frequently reflected on our school targets and form the basis for the Head teacher's Performance Management Pupil Progress target.

## **Record Keeping**

### **Rationale**

Any record keeping system that we use must fulfil the following criteria:

- Inform planning by identifying gaps and enhance learning.
- Give an overview of the class.
- Aide memoir for reporting purposes.
- Pass useful information to next teacher.
- Enable us to be accountable to parents, Governors, Ofsted, LA.
- Be visual, simple, quick, minimal and easy to complete and use.
- Use one standard format and marking system.

### **Our Agreed System**

**Sonar Tracker.** This is used to input assessment data and can generate a wide range of reports for teachers, parents and governors. This is updated on a termly basis.

### **Annual Report to Parents**

An interim report is made to parents in February. Detailed reports to parents are available in July. We have a separate format for Foundation Stage and Key Stage 1 & 2. Teachers complete their reports by a given date and pass them to the Head teacher who reads them and adds an overview comment. A Pupil Page is added and relevant assessment results included.

All reports are word processed on a given template. Each year a copy of the new report is stored electronically.

When the report is sent to parents it has an additional sheet for parental comments. If parents wish to do so they can make an appointment to discuss the report.

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

The Senior Leadership Team ensures that the assessment policy is maintained and followed by relevant staff. The effectiveness of assessment practices are monitored through regular opportunities to review pupils' books and moderate assessments made across the school. Teachers responsible for assessments at the end of Key Stage 1 & 2 attend external moderation meetings annually and feedback information to other staff.

The Local Authority also participates in this process at a strategic level and the governors hold the SLT to account through the Raising Achievement Committee.

### **Inclusion, SEN and Able Pupils**

The principles enshrined in this policy apply to all our children. Further detail on specific arrangements for vulnerable groups of children can be found in the following related policies:

- Teaching and Learning
- SEN
- Inclusion

**Monitoring, Evaluation and Policy Review**

This policy is monitored and evaluated by the Senior Leadership Team to ensure it matches current practice and that this is being adhered to throughout the school.

This policy will be reviewed in line with the Governors policy review schedule.

November 2023

**APPENDIX ONE**  
**Loudwater Combined School**

Assessment timetable

Please note that an independent writing task should be assessed every half term so there are 6 assessed pieces at the end of the year.

In KS 2 Star reading tests should be completed half termly.

	Autumn 1	Spring 1	Summer 1	External assessments
Year One	Independent writing task	Independent writing task PIXL diagnostic assessments: Reading Maths	Independent writing task PIXL diagnostic assessments: Reading Maths	June Phonics screening
Year Two	Independent writing task Past National papers for KS1 Reading GPS Maths	Independent writing task Past National papers for KS1 Reading GPS Maths	Independent writing task End of KS 1 SATs	June Phonics screening for those working towards the expected standard
Year Three	Independent writing task PIXL autumn term assessments Reading GPS Maths Star reading test	Independent writing task PIXL Spring term assessments Reading GPS Maths Star reading test	Independent writing task PIXL Summer term assessments Reading GPS Maths Star reading test	
Year Four	Independent writing task PIXL autumn term assessments Reading GPS Maths Star reading test	Independent writing task PIXL Spring term assessments Reading GPS Maths Star reading test	Independent writing task PIXL Summer term assessments Reading GPS Maths Star reading test	June Multiplication Check
Year Five	Independent writing task PIXL autumn term assessments	Independent writing task PIXL Spring term assessments Reading	Independent writing task PIXL Summer term assessments	



	Reading GPS Maths Star reading test	GPS Maths Star reading test	Reading GPS Maths Star reading test	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	External assessments
Year Six	Independent writing task Star reading test <b>September</b> PIXL Papers Reading GPS Maths	Independent writing task Star reading test <b>November</b> Past national papers Reading GPS Maths	Independent writing task Star reading test <b>January</b> Past national papers Reading GPS Maths	Independent writing task Star reading test <b>March</b> Past national papers Reading GPS Maths	<b>May</b> End of KS 2 SATs