

LONG MEADOW SCHOOL

ASSESSMENT POLICY



Date of last review:	January 2023
Date of next review:	January 2026
Type of policy:	Non-Statutory
Frequency of review:	Every 3 years
Governor committee:	Curriculum Committee

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

Principles of assessment

We believe that all forms of assessment should be used to improve teaching and learning as well as outcomes for children. At Long Meadow we believe that the best form of assessment results from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

All assessment should:

- Be a tool for improving teaching and learning.
- Be simple to use and understand.
- Be rigorous and reliable
- Be underpinned by a knowledge of the curriculum.
- Inform planning and delivery of the curriculum
- Help children to recognise the next steps in their learning.
- Not add unnecessarily to teachers' workload
- Provide reliable information to parents about how their child is doing

Assessment approaches

At Long Meadow we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment informs the next steps in teaching and learning. It is also an opportunity to find out which children are making expected progress and those exceeding or falling behind. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of methods to gather formative assessment, including marking and next day plenaries, questioning during lessons, self and peer assessment and quizzes.

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Long Meadow we use summative assessments to make judgements about how much the children have learnt and to inform future planning for groups of children as well as individual pupils. We use the following assessments:

- RWI assessments for Early Years and Key Stage 1 children each half term
- Salford Reading, Salford Comprehension and the Single Word Spelling test for Years 2-6 each term
- Cold tasks at the beginning of each maths and English unit for Years 1-6
- Hot tasks at the end of each maths and English unit for Years 1-6
- End of topic quizzes
- Curriculum quizzes throughout the year to identify how much the children can remember

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage (KS) 1 (year 2) and KS2 (year 6)

Reporting to parents

Parents are encouraged to be active participants in their child's learning. We endeavor to communicate with parents through newsletters, half-termly curriculum newsletters, reading records, reports, learning fairs and the website. Parents have regular opportunities to discuss their child's progress with teachers and have formal parents' evenings twice a year. A full report is sent to parents at the end of the Spring term. The report covers the child's performance in all National Curriculum subjects and sets targets to meet by the end of the academic year. At the end of the summer term a report card is sent home to review the targets set. At the end of Key Stage 1 and 2, parents will receive their child's SATs results and at the end of Year 1, parents will receive the results of their child's phonics screening check.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitoring

This policy will be reviewed every 3 years by the assessment leader. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The assessment leader is responsible for ensuring that the policy is followed.

The assessment leader will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies and/or pupil progress meetings.