



Lanesend Primary School

Assessment Policy 2022

School Improvement Policy

Signed: **Date:**
(Headteacher)

Signed: **Date:**
(Chair of Trustees)

Review Date: December 2023 (Yearly)

Reviewed By: Progression Team and Teaching and Learning Group

Lanesend Primary School Assessment Policy

Why Assess?

Children's progress is closely monitored at Lanesend Primary School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children. The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for families that enables them to support their child's learning;
- to contribute towards accountability data.

Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to children, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of children in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format

that the school would ordinarily use to track and monitor the progress of children in that school.

Assessment at Lanesend Primary School

Staff at Lanesend Primary School have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on deepening children's understanding and learning. Assessment recognises children's strengths, as well as areas that need support. We act in a way that we believe to be right and always in the best interests of the children. The most important factors are how effectively the curriculum is taught and assessed, that we check our children's understanding effectively and identify and correct misconceptions and use our assessment to inform our teaching. We believe effective assessment helps our children embed skills and knowledge to use it fluently across a range of areas, assisting us to produce clear next steps for our children. We do this by finding out what our children already know, so we can build on this, unpicking misconceptions, assessing throughout lessons and learning and providing effective feedback to progress and move learning forward. Our assessment consists of mainly formative strategies and a range recording methods, as detailed below.

Types of Assessment

Formative Assessment

This is the ongoing assessment carried out by teachers both formally and informally during learning. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Formative assessment is overwhelming our focus and where the greatest benefits in learning lie.

Summative Assessment

- These formal summative tests occur three times a year and are recorded on SIMs.
- We make use of assertive mentoring, age-related testing and standardised scores (PIRA, PUMA and GAPS) to identify individual and class gaps that feed directly into the next steps, individual targets and planning.
- These outcomes are communicated to both children and families on our Progress Reports.
- The Progression Team will use the whole school outcomes to identify patterns and review the data to inform whole school or phase areas for development.

- The Trustee Teaching and Learning Group will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet their own targets and national expectations.

Assessment For Learning (AfL)

Teachers use a variety of strategies that help to inform them of their children's current level of understanding and progress at the outset of; within and at the end of a lesson/unit.

Such techniques include

- Mini workbooks/pads
- Use of "lolly sticks" for random selection
- Targeted questioning
- Marking that links to the success criteria
- Children's comments both written and oral about their progress
- Mike Fleetham Top 10
- Trios
- Peer-assessment
- Self-assessment
- Editing

Diagnostic Assessment

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed information. Further information can be obtained from the school's Inclusion Team.

Revised Early Years Foundation Stage Profile

Children are assessed in the Reception class where staff will add information to an assessment profile for each individual. Staff complete an electronic learning journey on Tapestry containing photos, videos and comments. Families are encouraged to contribute to this document. The teachers make formative assessments throughout the year, based on information they gather from online learning journals, whole class, small group and individual learning. The revised Early Learning Goals requires practitioners to assess at the end of the Reception year against the Early Learning Goals at an Emerging or Expected standards. These are recorded using evidence from Tapestry and practitioner knowledge of the children and their learning, which are then transferred onto SIMs. Insights and progress are shared with families across the year.

Year One Phonic Screening Check

All children in Year 1 will participate in a Phonic Screening Check. This assessment will be administered by the Year 1 teachers. Results are shared with families at the end of the year.

Year Two Phonic Screening Check

Those children who did not achieve the Phonic Screening Check at the end of Year 1 will retake the check in Year 2 at the same time as the Year 1 Phonic Screening Check. Either Year 1 or Year 2 teachers will administer the screening and, again, families are informed of results at the end of the year.

Year Four Times Table Check

From 2021-22 onwards there is a Year 4 times table check. This will be administered as per Government guidelines and by the Year 4 teachers. Families will be informed of results at the end of the year.

SATs

Children in Year 2 and Year 6 are assessed during May; Year 2 as teacher assessment and Year 6 as both teacher assessment and summative tests. The results of these assessments are shared with the families. Families will be informed if their child has met age-related expectations at the assessment points at the end of Year 2 and Year 6. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in moderation of EYFS, literacy and numeracy in the following ways:

- With colleagues in school during Key Stage and staff meetings
- With colleagues from the learning community
- By attending optional LA sessions with other schools
- By attending statutory LA sessions
- By the LA coming in for moderation

Feedback and Assessment

At Lanesend Primary School, we aim to provide feedback to children through verbal and written marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following feedback. They are also encouraged to use a purple pen to edit their work and to respond to teachers' comments. Comments should identify what has been done well and what still needs improvement and should give guidance in how to make improvements...to be effective feedback should cause our children to think (*Black 2002, Working Inside the Black Box*). What matters most is the content of the feedback, the timing and talking with child. Please refer to Lanesend Feedback Policy for more specific detail. Children are encouraged to self-assess their learning and to identify next steps in their learning. This is done with the support of the class teacher. Assessment in Years 1 to 6 is recorded on FLiC (Framing Learning in Classrooms). Children are assessed against the following descriptors:

- Pre-Structural (red) No understanding/knowledge
- Uni-Structural (orange) At early stage of development (support needed)
- Multi-Structural (yellow) Growing ability and independence (prompting needed)
- Relational (green) Exhibits skill independently
- Extended Abstract (blue) Exhibits skill spontaneously and with confidence
- Assessment statements are left blank if they are yet to be taught

The focus of each assessment will be the National Curriculum criteria and the exemplification statements in Years 2 and 6. Learning skills may also be recorded. Assessments can be completed as a baseline, at the end of a unit of work or as a summative document. Each National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress.

Most assessment information will be collected through observations, information in files, children's self-assessment and low-stakes assessment including low frequency testing and activities such as 'exit passes', class quizzes, Kahoot.

Assessment information will be used to inform planning and to identify children who may need extra support.

Framing Learning in Classrooms, "FLiC" is our chosen assessment tool. It can be summarised as follows:

- Formative assessment in the classroom is the starting point.
- Assessment travels directly from the classroom.
- Assessments made during a lesson, during marking or following formal assessments.
- Assessments, which are literally a “flick”, can be made on iPads or laptops.
- Curriculum Leads of any subject, not just the core can see at a glance how secure children learning are against the in year expectations.
- The Headteacher and Progression Team can view progress against year group expectations at any time from anywhere for any group.
- Analysis can be completed for any chosen group of children for any choice of subject.
- Teachers’ assessments are immediately updated.
- FLiC is pre populated with new National Curriculum objectives.
- Objectives in Literacy and Numeracy are weighted based on their difficulty to achieve.
- Objectives can be made bespoke and can include differentiated objectives for Remarkable children or those with Additional Educational Needs.

Teachers are encouraged to FLiC when planning and then adapt as the learning occurs when they see the child demonstrate their understanding of the learning that is being taught. This allows teachers to evaluate the learning and plan for the next steps in real time. For the FLiC to be yellow, teachers need to see the learner demonstrate the objective clearly on one occasion. FLiC can be changed at a later time if the child appears not to have cemented the learning.

Curriculum Assessment

FLiC is used to assess all Curriculum areas. Discussion with Curriculum Leads about the view of how our children are progressing through the curriculum is vital. They should also evaluate whether our children are where they should be in their learning journey through the school curriculum.

Lanesend Tracking

At Lanesend Primary School, we have developed our own tracking system with our data consultant. After each assessment date, a range of tracking and data information is produced, which includes Venn diagrams, scatter graphs, whole school analysis, progress reports, individual progress reports, EYFS and children who are stuck. Each analysis is individual, but takes into account the different vulnerable groups, so that

we can clearly identify areas of strength and concern and put in the appropriate strategies where necessary.

Monitoring

The Assistant Headteachers have a full and focused monitoring programme that reviews teaching and learning, as well as using file moderation, pupil voice and learning walks to quality assure and validate the assessments of the teachers.

Pupil Progress Meetings

Twice a year, teachers meet with the Assistant Headteachers and the Headteacher, if available, to consider each child's individual progress. Pupil Progress Meeting forms are completed which clearly shows children's progress through the years and numerical target. Children's emotional, social and educational progress is discussed; however the Pupil Progress Meeting forms concentrate on progress in reading, writing and numeracy. If a child becomes a concern or is making slow progress they are carefully monitored for a term and sometimes diagnostic tests are used to develop a more in-depth picture. If required, a child may be involved in an intervention group to accelerate their progress. The final Pupil Progress Meeting for the year involves just the current class teacher and the new class teacher. This ensures all records are handed over and that the children are discussed thoroughly with the new class teacher.

Learning Review Meetings and Reporting

Good communication through Pupil Progress Reports and Learning Review Meetings promote and provide:

- Good home /school relationships
- Information for families each half term
- An opportunity for discussion with families twice a year
- In some cases, information with outside agencies
- Next steps for the children

A written report for each child in Years 1 to 6 is sent to families, once a year, at the end of the first Spring Term. Reports outline a child's learning in the core subjects of the National Curriculum and an overview of the learning in other Curriculum subjects. The teacher will make a comment on the wellbeing of the child and identify next steps for success. In Reception, Learning Reviews are completed in place of annual reports and shared with families during the children's focus week. At the end of the Year, a short report is written reflecting outcomes against the Early Learning Goals and how

children demonstrate the Characteristics of Effective Learning.

Families are invited to attend formal learning reviews with the teacher during the Autumn and Spring Terms. Should the need arise; families are welcome to discuss the progress of their child with their class teacher or Head teacher at any time. Throughout the year, pupil progress reports will be sent to families so that they are kept fully informed of their children's progress in English, Mathematics and Speaking and Listening as well as any issues surrounding their attendance and attitude to learning both in and out of school.

The school completes a Provision Map throughout the year which produces a progress graph for all children on entry to exit (lifetime tracker). It illustrates the children's learning journey and their patterns of learning. We also print off a FLiC report that shows which objectives have been met and which ones need to be supported. This information is shared with families during the Spring Learning Review Meeting.

Inclusion

Lanesend Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all children in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the Inclusion Officer, families and external agencies (where appropriate) to plan tailored support. We use Personal Plans, where appropriate, which are reviewed with the child and families. Our Inclusion Team is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or families. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. A range of assessments are available to support the identification of need and any areas of concern. These can include, but are not limited to: Dyslexic Screening, WRIT, BPVS, Non-verbal Reasoning, Verbal Reasoning, Boxall Profile. See separate Additional Education Needs (AEN) policy for more information.

Remarkable Children

Our most able children are identified as remarkable if children show standardised scores of 110 or above and this is reflected in teacher assessment in the classroom too. We also identify remarkable talents and skills through the classroom or extra curricular activities. Provision is planned on an individual need.

This policy should be read in conjunction with:

- Feedback Policy
- Curriculum Policy
- Additional Educational Needs Policy