

Luckington Community School

Assessment Policy 2020



Contents

1. Aims
2. Rationale
3. Core Principles
4. Skills and Knowledge Progressions
5. Summative Assessment Methods
6. Formative Assessment Methods
7. Building on Prior Learning
8. EYFS

9. Nationally Standardised Summative Assessment
10. Assessing Pupils with SEND
11. Reporting
12. Arrangements for the Governance, Management and Evaluation of Assessment
13. Role of the Assessment Coordinator
14. Moderation of Assessment

Related Documents

Curriculum Policy Mathematics Policy English Policy RSE Policy Homework Policy Teaching and Learning Policy Skills and Knowledge Progressions

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1. Aims

This policy outlines our approach to assessment.

We aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Ensure teachers and parents have a clear understanding of the progress and attainment of their child across the curriculum.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

2. Rationale

Our mission statement outlines what we aim to achieve at Luckington:

"Our mission is to help our children develop a strong sense of self and give them the skills, knowledge and values needed to live happy and prosperous lives in today's world. Our unique school setting, at the heart of the Luckington community, is a safe and friendly environment where children feel a sense of belonging and develop the confidence they need to progress and fulfil their potential." Luckington Community School Mission Statement 2020

Our curriculum is designed to:

- ensure that all children have the skills and knowledge they need to start secondary school confidently.
- ensure that all children have an understanding of how to keep themselves safe, happy and healthy, both physically and mentally.

- ensure that all children develop into proactive, empathetic and positive members of the local, national, international and online community.
- ensure that all children have an embedded set of values on which they base their decisions and actions in life.

As you can see from the above statement, we aim to ensure that our children are secondary school ready - at a minimum. For children to make excellent progress from their starting points to achieve this, they must have mastered the key knowledge and skills in the curriculum. Knowledge and skills must be embedded as they go through primary school before they can move on to the next step. This progression begins in reception year and incrementally becomes more complex as they get older. Every year, they use and build upon what they learned the year before.

It is vital that for children to make strong progress from their starting points, that teachers, parents and children have a robust understanding of what learning the children have consolidated and what their next steps are.

3. Core Principles

How we assess in each subject varies, but follows the following core principles:

- Each child has a different starting point and this must be taken into account from entry to reception, through to the end of Y6.
- We have high expectations for all children.
- Progress in learning is not always linear.
- We will not produce data for data's sake and any data we produce must be a useful tool in the assessment cycle.
- Our assessment methods should allow teachers to talk confidently about the progress of any given child or group of children and to communicate these clearly to parents, children and governors.
- Our assessment process is an ongoing cycle:

4. Skills and Knowledge Progressions

Over a child's time at Luckington, they will have the opportunity to cover every objective within our 'knowledge and skills progression' frameworks. Each subject has its

own framework from YR - Y6 and they are based primarily on the National Curriculum for England, but also draw from different commercial schemes of work.

The aim is that any strand within any given subject, builds year on year, so that the children are always building on prior learning.

5. Summative Assessment Methods

Summative assessment is where a child is assessed at the end of a period learning to see how much they have learned.

By assessing our children at regular intervals throughout the year, we can determine their own progress and attainment whilst making comparisons to that of their peers in school and both locally and nationally.

These assessments allow us to plan lessons and units of work that are specific to the learning needs of our children.

The following table shows how we summatively assess each area:

Subject	Assessment Type	Frequency	How is it used?	How will we see progress?	How will we evidence progress?
Maths	White Rose Tests	Termly (x6 a year)	Used to update skills and knowledge progressions to identify areas for development and to set targets.	Scores will improve	Data spreadsheet
English (Writing)	Big Write	Termly (x6 a year)	A longer, unaided piece of writing in Big Write books. Used to update skills and knowledge	Writing improves from piece to piece.	Big Write books

			progressions to identify areas for development and to set targets.		
English Reading	NFER Tests	Termly (x6 a year)	Used to update skills and knowledge progressions to identify areas for development and to set targets.	Scores will improve.	Data spreadsheets
Science	Investigation	Termly (x6 a year)	Pupils set an investigation requiring them to use knowledge and skills they have	Pupil will display the skills/knowledge they have learned during the unit of work in addition to skills and knowledge from previous units.	Investigation booklets
P.E.	Performance, routine or match/tournament	Termly (x6 a year)	Pupils to compose a performance, routine or play in a match/tournament.	Pupil will display the skills/knowledge they have learned during the unit of work in addition to skills and knowledge from previous units	Videos /Photographs of saved in children's Google Drive folders.
Other subjects	Projects Timelines Presentations	Termly (x6 a year)			Photographs of completed tasks saved in children's Google Drive

					folders.
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6. Formative Assessment Methods

Formative assessment is used by our staff to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Informally, teachers and support staff are constantly assessing the children's understanding. This is done to: influence the direction of a lesson as it is happening to reflect the understanding of the children; influence content of future lessons; and target individual areas for development and produce next steps.

Strategies used will vary according to the subject and learning objective taught - these include: Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions. Within a lesson, effective **questioning**, can be an extremely useful tool in assessing a child's understanding. Thought-out, higher-order questions such as "why" and "how" require more in-depth thinking from the pupils, and help the adult discern the level and extent of the child's understanding. Use of whiteboards, flip charts and number fans to get instant feedback of understanding. Mini-plenaries to determine understanding at regular intervals. Short re-cap quizzes or recall of facts. In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions). Observational assessment. Scanning work for pupil attainment and progress. Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'. 1:1 or group discussions with pupils. Next step marking and feedback, both verbal and written.

Our feedback policy outlines the important part that feedback plays in the assessment cycle. Each lesson has a specific learning objective or a WALT (We Are Learning To), that is used to define overall success within a lesson. Where appropriate, the WALT is broken down success criteria, which act as more specific steps towards the objective; hence the children and their teachers can identify specific areas for development.

We approach feedback as an essential tool for planning, assessment, evaluation and learning. By responding to pupils' work through constructive and positive criticism we are able to acknowledge successes, promote a pride in personal achievement and improve standards of both teaching and learning. It is essential that feedback is consistent and age-appropriate across the school.

7. Building on Prior Learning

At Luckington, we are passionate that for children to really master the curriculum, they need to fully embed the skills and knowledge they learn so that they can build on it next year. Their knowledge and skills should 'snowball', so that by the time they are in Year 6, they are confidently using and applying their learning from the previous 6 years of primary school.

Our skills and knowledge progressions are designed so that each objective builds from Reception to Year 6. We then help develop this by:

- Weekly homework has a focus on key skills: reading, spelling and multiplication/division. There is a clear and simple progression for this so parents and children are clear on what they need to achieve.
- At the start of each unit, we set a home learning task that is designed to draw out what the children learned last time they looked at the related objectives. This contains a focus on vocabulary, knowledge and skills.
- Each unit begins with a 'what I already know' lesson where the children draw a mindmap. The teacher then recaps the skills and knowledge developed in previous years and terms to jolt their memory. To round off a unit, the children will update their mindmap - showing what they have learned.
- Assessment tasks require the children to use not only skills and knowledge from the current unit, but previous units too - requiring them to show that they are building upon what they already know.
- In maths - each lesson begins with a 'Flashback 4' activity - a quick intro that covers skills they have already covered in the past.
- In English, our children each have a 'non-negotiables' prompt card, designed to reflect elements of writing that we feel are a must for someone of their age. These are used throughout and at the end of lessons.

8. EYFS

8.1 Ongoing Assessments

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using the

2BuildaProfile program on their iPads. If a teacher attaches a photo, or other evidence, to a learning objective this will be digitally transferred to our online assessment tracker 'OTrack'. Class teachers log onto this platform weekly and use evidence collected to inform their judgements of whether pupils are 'Beginning, Developing or Secure' in each aspect of the early years ages and stages. These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

8.2 EYFS Profile

In the final term of Reception (Upper Early Years) the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on our On Track program. Practitioners must indicate whether pupils are: Meeting expected levels of development Exceeding expected levels Not yet reaching expected levels (Emerging) This informs planning in the first term of Year 1 and beyond. At the end of the Reception year we give parents a written report which: States the child's attainment against the ELGs Summarises attainment in all areas of learning Comments on general progress including the characteristics of effective learning Parents are invited into school at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority. The EYFS profile data is used to measure Good Levels of Development within the EYs setting: Levels of learning and development in each of the areas of learning for individual pupils and the class The attainment of children born in different months of the year The attainment of different groups of children e.g. SEN and Pupil Premium.

9. Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

Year 1 Phonics Screening Check This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard - children who do not meet

the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests All pupils sit the following tests at the end of Year 2: Reading Grammar, Punctuation and Spelling (GPS) - OPTIONAL Mathematics Writing (teacher assessment)

End of Key Stage 2 tests All pupils will take the following tests at the end of Year 6: Reading Grammar, Punctuation and Spelling (GPS) Mathematics Writing (teacher assessment) At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

10. Assessing Pupils with SEND

In each year group we teach the national curriculum for that year - therefore all children are learning the objectives for that year and are initially classed as 'Working Towards' the end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria. Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties. As a school we have considered meaningful ways of measuring all aspects of progress. Speech and Language Therapists are sometimes accessed after a referral to their services. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. SEND pupils are set SMART targets within their Support Plans (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals. High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of Support Plan targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning. Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for

their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments). We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings, teachers meet with the SENDCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

11. Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents Termly Parent Consultation Meetings: these meetings focus on the curriculum - what pupils can do and what they need to do to improve (targets). Annual Reports (including assessment against end of year government expectations) The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors The Head Teacher's Report to Governors (termly) Pupils Through our formative assessment strategies pupils get instant feedback on a daily basis. Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work and set their own targets based on a success criteria.

Local Authority and Government (DfE) All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

12. Arrangements for the Governance, Management and Evaluation of Assessment

A member of the Senior Management Team (SMT) has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary. Termly lesson observations by the SMT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out termly Book Looks/Scrutiny with curriculum coordinators to evaluate the effectiveness of next step marking and target setting. At the end of every term, the SMT arranges Pupil Progress Meetings with teachers to analyse the

attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments and to show the progress made by vulnerable groups.

13. Role of the Assessment Coordinator

These responsibilities include:

- Contributing to Action Plans and the SDP - through work with the SMT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum coordinators
- Networking with other assessment coordinators within our alliance of schools
- Ordering/purchasing SATs tests and other assessment materials/resources
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping

14. Moderation of Assessment

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made. At Luckington the following takes place: Termly Moderation of Reading, Writing and Mathematics assessments made on our tracking systems (at whole staff meetings) Small Schools' Cluster: Moderation of Reading, Writing and Mathematics assessments. Early Years staff meet regularly with our EYFS teacher to moderate work for the EYFS profiles. When selected, Local Authority moderation also takes place.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SMT (including the assessment coordinator) plan these termly in accordance with the School Improvement Plan. Outside training providers are also used. The assessment coordinator attends all relevant courses to stay up-to-date with current practice and meets with other coordinators within our alliance to share good current practice.