



Longford Park School

Believe • Belong • Become

Assessment Policy

Date of review: December 2023

Next review: December 2025

Our school values

We **believe** in ourselves and each other.

We all **belong** in our community.

Everyone can **become** the best they can be

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/carers

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

The Purposes of Assessment

- To track levels of progression to ensure each child is maximising their potential.
- As a means of benchmarking performance against other schools and securing accountability to the advisory committee, parents, headteacher and other agencies
- To discover what children are learning
- To identify individual needs and aid the setting of challenging targets
- To inform planning and further work
- To assist continuity of work within the school

We believe that:

- Assessment of pupils' work provides information that can be used to raise standards
- Planning should include regular provision for assessment
- The outcome of assessment should be reflected in future planning and therefore acts as a form of evaluation of teachers' practice. In this way a cycle of assessing and planning evolves naturally.
- The Assessment procedures and cycle have been devised by the teachers at Longford Park School to fit the unique context of the school's population.
- Techniques for assessment should be easily managed as part of the everyday classroom organisation
- Recording of assessment should be manageable
- Strategies and techniques for assessment can be varied to meet individual learning needs

- It is appropriate for pupils themselves to be involved in target-setting and in discussing the results of assessment
- Parents should be kept informed about their children's progress

Assessment approaches

At Longford Park School 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.

Types of Assessment:

Summative

A measure of the level of attainment a child has reached by a specific date. At Longford Park School, we assess a child's level according to National Curriculum Levels or EYFS Development Matters. Each term an assessment week takes place, during this week a combination of standardised tests and teachers levelled work are moderated to establish a secure level for each child. These levels are then recorded in the school's self-designed tracking system. The schools tracking system is used as a tool to benchmark progress, identify challenging targets for each individual and informs whole school planning.

Formative

This assesses how children learn and identifies the next steps in a child's learning. Teachers track formative assessment in toolkits for each lesson. Where appropriate; teacher strive to teacher pupils how to self and peer assess.

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

Assessment Toolkit

Assessment for learning will be undertaken by teachers and their supporting staff to inform topics and future learning. Formative assessment techniques, which are tailored to teacher needs, will be used to create our pupils individualised learning activities. Our teachers will match tasks to pupil capabilities; these can be varied and non-judgemental. Teachers at our school will use Assessment Toolkits at their discretion, to assess pupil progress and identify achievement, and target setting. These Toolkits have been designed so that all staff and pupils know exactly what their objectives and targets are, and can be used across all curriculum areas. Staff and pupils will assess progress towards achieving identified learning outcomes and personal targets; including IEP targets.

Peer assessment will be used as appropriate. Toolkits may be adjusted to meet the needs of individual teachers, pupils and groups; they are colour coded to show progress towards the objective:

Green = you have achieved the objective.

Blue = some things need improvement.

Red = not demonstrated.

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/carers to stay informed about the achievement, progress and wider outcomes of their child across a period

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/carers 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)

Collecting and using data

Strategies for assessment reflect children's varied learning needs, especially their communicative skills. A variety of assessment techniques are required in the classroom.

- A full assessment is carried out when a child enters Longford Park School, this varies according to the age and ability of the child. For older and more able pupils this assessment will extend to standardised tests. This gives a baseline against which to measure attainment.
- Assessment weeks take place towards the end of each term. During these weeks a combination of the following assessment tools will be used: - Standardised tests - Work levelled by the teacher. After the assessment week teachers meet to moderate each child's work and establish the levels each child is working at.
- Targets for IEP/IBPs are evaluated at the end of each term and new targets are set according to EHCP outcomes for children.
- Where appropriate pupils in Key Stage 1 complete the Phonics Screening Tests.
- Ongoing classroom marking, observations and discussions including records for individual reading.

Reporting to parents/carers:

The updated assessments that are recorded in schools tracking system at the end of each term are analysed against predicted targets to monitor levels of progression for each individual.

New IEP/IBP targets are given in at the beginning of each term and these are shared with parents. An annual report is completed for each child in time for their annual review. This report is shared with parents.

Parents' Evenings are held each term. Parents are asked to come to discuss their child's progress and see the work their child has produced. Regular informal contact is made with parents through the use of the Dojo.

The pupil's attendance:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

The results of any public examinations taken, by subject and grade

At the end of KS1 and KS2:

- Outcomes of statutory National Curriculum teacher assessments
- Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2: required, KS1: if parents/carers request)
- A statement that teacher assessment outcomes take into account the results of statutory National Curriculum tests in English, reading and mathematics (KS1 only)

8. Inclusion

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

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.

Training:

Roles and responsibilities

Advisory Committee:

Is 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 and Deputy Headteacher

Are responsible for:

- Ensuring 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 the advisory committee 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 annually by the Deputy Headteacher. At every review, the policy will be shared with the advisory committee.

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

The Deputy Headteacher will monitor the effectiveness of assessment practices across the school, through:

Moderation, lesson observations, book scrutinies and/or pupil progress meetings.

Links with other policies

This assessment policy is linked to:

Curriculum policy

Early Years Foundation Stage policy and procedures