



## **Assessment Policy**

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# The Acorn Federation

## Assessment Policy

### Introduction

Assessment is an effective means of ensuring that all pupils are working at an appropriate level to their current stage of learning and at a level where challenge is appropriate in order for them to achieve success and ultimately make progress. This agreed assessment policy is intended to ensure effective implementation of assessment procedures and to provide centrally stored data which is easy to access and will provide information on progress and target setting across the school.

### Assessment Aims

Why do we assess?

- To indicate where the pupil is in his/her learning in order to plan for future development and ensure progression. A **formative** function.
- To identify strengths and difficulties in order to provide appropriate support and development. A **diagnostic** function.
- To record a pupil's overall attainment in order to give information to parents/carers, colleagues and to other schools on transfer. A **summative** function.
- To provide all pupils with opportunity to show what they know.
- To inform the development of teaching and learning and the curriculum with clear targets, objectives and learning outcomes. Assessment provides information about a pupil's experience and attainment which guides the direction of future learning. Therefore, a major aim is to **improve the quality of teaching and learning**.
- To review weekly progress and plan a progressive curriculum.
- To encourage pupils to understand the aim of their learning, in order to raise achievement by the ongoing use of self and peer assessment.

### Equal Opportunities Statement

The achievements and progress of all pupils at The Acorn Federation are regularly assessed to ensure that learning is planned which meets their needs and supports them in making progress. Due to each individual's needs and level of ability, it might be that the ways in which pupils are assessed are at times adapted to enable all pupils to show their capabilities. This is important when tracking individual progress and reporting to parents and careers, and when planning for progression to be made.

### The Assessment Cycle

How do we assess?

- **Marking and Feedback:** The school's policy on marking and feedback indicates how pupils are given feedback on their work to help them learn and improve. Teachers carry out ongoing assessment when monitoring learning in lessons and marking work. This is used to inform the next stage of planning or immediate intervention.
- **Skills Ladders:** Teacher assessment is carried out regularly in Reading, Writing and Maths. Teachers evaluate how far learning objectives have been met (both independently and with support) and use this information to complete a skills ladder. Results of these are collected termly.
- **Formal NfER Assessments:** Children in Years 2, 3, 4, 5 and 6 complete formal assessments in Reading, Writing, Grammar and Maths. Results of these are collected termly.
- **SATs:** Formal assessments are also carried out through SATS tests which are statutory assessments which take place at the end of KS1 and KS2. Other statutory assessments include the Phonics Screening Test at the end of Year 1.
- **Baseline assessments:** Baseline assessments take place at the start of the Early

Years Foundation Stage (usually within the first three weeks) and this is used to inform learning as well as compare the level the pupils are at on entry compared to others nationally. Pupils progress towards meeting the expectations in the EYFS curriculum and ultimately the early Learning Goals is tracked throughout the Reception year. This is analysed and feedback given to teachers to ensure that the learning which is planned meets the pupils' needs.

- **Science, ICT and Foundation Subjects:** In Science, ICT and Foundation subjects, teachers identify those children working above, inline and below expected levels. This information informs planning and is reported to parents/careers at the end of the academic year.

### **How do we use the information?**

- Assessment information from skills ladders and formal NfER Assessments are analysed and tracked. The analysis is shared with teachers to inform planning; identify pupils requiring intervention and to track and evaluate progress of individuals and groups over time.
- It is also used to inform intervention.

### **How do we moderate?**

- Teacher assessment of writing is moderated within the Federation and with other schools to ensure accuracy and verify judgments made.
- Lower ability pupils may work towards assessment objectives which are below their age expectations. However, if there are areas of the curriculum where they are more able, they are given the opportunity to work towards more difficult assessment objectives at these times. This ensures that pupils are always working at an appropriate level of challenge. Support is always given to enable pupils to work at assessment objectives which relate to their age expectations where appropriate.

### **Everyday Assessment**

There is continuous assessment taking place within daily lessons. It is frequently carried out by:

- Questioning pupils.
- Asking pupils to discuss learning, reflect on ideas and draw conclusion, with explanations.
- Marking of work or verbal feedback after discussion with child.

Everyday assessment is promoted by:

- Sharing learning objectives and targets with pupils and returning to them at the end of lessons.
- Enabling pupils to engage in self-assessment / peer assessment.
- Effective questioning.
- Marking that refers to the objective or target.
- Using personal targets.
- Providing opportunities for pupils to reflect on feedback to show that they understand the assessment made and know how to improve.

### **Consistency of assessment standards**

We aim to achieve this by:

- Agreement on a common pattern of assessment throughout school.
- The use of a common marking and feedback policy (see policy).
- Feedback of assessment data analysis provided to all teaching staff, with copies of tracking data.
- The use of standardised scores to make comparisons nationally and evaluate progress and attainment at the school.

## **Reporting to Parents**

Parents are always welcome in school. Much liaison happens between parents and teachers informally. Parent / teacher interviews are held twice in the year, where parents are invited to discuss their child's progress, including, when appropriate, the results of any formal assessments undertaken. At parents' evening parents are provided with a written report detailing what their child can do, next steps and how to help at home. An annual full report, which includes assessment data and comments about learning and progress, is also issued for each child and parents are encouraged to respond in writing. Parents are invited to make an appointment with the class teacher if they wish to discuss their child's report in further detail. Y2 and Y6 SAT's levels are included in the end of year reports.

## **Children with SEN**

Children with SEN, who's progress may be limited due to their learning needs, should also be assessed against the targets they are set in their Individual Education Plans. The targets in these plans are reviewed termly, with the teacher, teaching assistant, child and parents being involved in reviewing targets and putting new ones in place.

## **Teaching Methods**

- Assessment should lead to all work being differentiated so that every child is working at a level appropriate to his or her ability.
- A range of teaching styles should be used to ensure all children are engaged in learning.
- Ongoing informal assessment should take place throughout each lesson to ensure appropriate progress is being made by each child.
- Regular self assessment and peer assessment of work should be used to ensure children are consistently evaluating their own progress. Evidence of this should be seen in the pupils' work books.
- Time should be given for children to revisit pieces of work after marking by or discussion with the teacher, to make improvements.
- Frequent verbal and/ or written feedback should be given to encourage self assessment.
- Formal assessments should take place in the classroom with children spaced apart.
- A common marking policy has been adopted, which is used by all teachers and by pupils when peer marking to ensure consistency throughout the school. (See Marking and Feedback Policy).