

3c. Assessment Policy

Early Years, Key Stage 1 and Key Stage 2 comply with this Policy and Guidance

Introduction and Purpose

As professionals, we recognise the need for accurate and rigorous assessment of children's learning. High quality practice in assessment is the single most effective factor in supporting a child's progress. By applying rigorous assessment processes consistently, we help children develop a clear understanding of where they are in their learning, what they need to do to progress and the expectations of learning as they move through the school. We recognise that assessment is a vital element of careful curriculum planning. The purpose of this policy is to make clear the process and expectations for staff at The Lyceum School.

Roles and responsibilities

Teachers are responsible for:

- (i) ensuring that they are familiar with the content of this policy
- (ii) the standards for the assessment framework
- (iii) the implementation of the assessment framework
- (iv) the day to day learning needs of the children
- (v) monitoring and evaluating the progress of the children they teach and care for

Subject leaders are responsible for:

- (i) providing clarity in the use of the documentation providing the framework of progression
- (ii) ensuring that the monitoring of the cycle and quality of assessment in their area is carried out in an accurate and timely manner (see Appendix 1 for detail on Monitoring and Reviewing Assessment)
- (iii) tracking the progress of children in their subject

Senior leaders are responsible for ensuring that there is:

- (i) a rigorous understanding of the framework and a clear cycle of CPD to ensure that staff are sufficiently trained
- (ii) time for subject leaders to monitor the quality and accuracy of assessment in their subject
- (iii) analysis of tracking data linking outcomes and areas of development to the school development plan
- (iv) providing feedback to subject leaders and teachers about overall progress and the school's next steps
- (v) detailed evaluation about progress against pupil goals

Forms of Assessment

It is critical that wherever assessment is undertaken the emphasis is on 'Assessment for Learning' rather than 'Assessment of Learning'.

Formative

Assessment for learning is the responsibility of all teachers and is the primary tool used for making judgements about the current proficiency of a learner, the next step needed by the learner and the planning required by them to ensure that progress is made.

Assessment for learning should:

- (i) Inform planning for learning
- (ii) Provide specific 'closing the gap' feedback for pupils based on clear success criteria
- (iii) Promote visibility and independence in learning by involving pupils in where they are and next steps in their learning
- (iv) Support target setting for future learning

Summative

The means of discovering the proficiency of a pupil may be both formal and informal. Summative assessment is used to ensure that the relative strengths and weaknesses of the pupils are accurately and consistently assessed and to enable effective target setting and planning of next steps.

Formal summative assessment is used at the school in accordance with the assessment schedule in **Appendix 3**.

Diagnostic

Determining knowledge, skills and possible weakness.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs or who are more able, gifted and talented, is the responsibility of the class teacher in conjunction with the SENCO.

Framework for Assessment

Our assessment framework is designed as a dynamic system of scaffolding that supports each pupil's progress in school from Reception to Year 6. The combination of aptitude and interest is very important to attainment and success. The school measures where the pupils are in their learning (attainment), their attitude to learning and their ability/potential. Evaluation and monitoring of a pupil's overall performance is based on information from day-to-day marking of work against success criteria and lesson objectives, with next step targets to support the development of skills and concepts. The summative assessments, involving termly unit/module tests and internal examinations, are used to track and monitor the progress of individuals and cohorts of pupils. Pupils are prepared for externally marked assessments including the London Consortium 11+, ISEB Pre-test 11+ and entrance tests to independent senior schools.

Early Years

The school uses a baseline to assess Reception children as they start at the School. Observations and dialogue with parents are undertaken to identify progress throughout the academic year and this is recorded on Learning Ladders.

Year 1 – Year 6

Continuous informal observations of each pupil's progress and achievements as reflected in the pupil's behaviour, attitudes and responses to tasks and activities within and outside the classroom, providing an indication of assimilation, understanding and retention of key concepts and techniques.

The school uses a framework to provide clear age-related expectations in relation to the UK National Curriculum for:

- English (Reading and Writing, including spelling and grammar)
- Maths
- Reasoning
- Science

These indicate how a pupil in a particular year group is progressing in a specific subject. They provide concrete evidence of performance and relate to specific subject knowledge and skills. They enable teachers to apply the standards consistently, because their judgements must be rooted in evidence.

Recording Progress

The school has clear procedures for recording assessment. They are designed to:

- (i) Ensure that a clear picture of each pupil's progress is developed
- (ii) Allow clear communication of progress to the pupils and their parents

The school will record the progress of each pupil against age related expectations using Learning Ladders and a tracking spreadsheet designed to monitor progress.

Supplementing judgements with other forms of evidence

The school also uses other sources of data to ensure that pupils' relative strengths and weaknesses are accurately and consistently assessed. These include:

- (i) cognitive ability tests to compare the strengths of pupils within particular year groups
- (ii) spelling and reading tests which give standardised scores.
- (iii) subject related tests from GL Assessment which give an age standardised score
- (iv) Paper based tests related to subject to review speed and progress over the year

These do not provide a comprehensive view of any given pupil's strengths, but are another form of evidence that can help inform professional judgement.

Target Setting

Target setting supports assessment by:

- (i) Providing learners with clear goals and next steps
- (ii) Ensuring clarity in expectations for the next time period
- (iii) Establishing a focus for planning, differentiating and resourcing lessons
- (iv) Enabling recognition of each child on their achievements
- (v) Enabling interventions/provisions for further challenge

Tracking Progress

The school will need entry point data to establish the capability of a child on starting the school whatever age they join. The purpose of this is to identify the future potential of a child to ensure that their individual progression is effectively identified. Data used as benchmarking includes:

- Reliable baseline assessments for Early Years
- Prior attainment
- Standardised testing data e.g. CAT4 (the scores can be converted into an age level or used to derive a prediction for future attainment) and Maths and English GL tests to provide standardised age scores.

The school will use the benchmark to create end of term/year targets.

The Senior Leadership Team, Phase Leaders, Assessment Lead and teachers are responsible for the monitoring and review of assessment processes and data. The monitoring timetable will include:

- Work and marking scrutiny by the subject leaders
- Lesson observation of teachers
- Termly assessment meetings with teacher and assessment lead
- Moderation within a subject or department
- Moderation of English and Maths standards across departments, subject areas and phases
- Line-management meetings between subject leaders, senior leaders and the Head
- Review meetings with staff from other schools

Forms of Assessment Formative

Assessment for learning is the responsibility of all teachers and is the primary tool used for making judgements about the current proficiency of a learner, the next step needed by the learner and the planning required by them to ensure that progress is made.

Assessment for learning should:

- Inform planning and be annotated on weekly plans
- Include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work
- Identify the point of learning for children and thus make choices about the concepts they wish to teach children as their next steps, and communicate these intentions to children
- Inform target setting to ensure pupils are clear about their next steps
- Promote commitment to learning goals by engaging pupils in understanding how they can improve through use of success criteria
- Motivate learners to improve by providing positive and constructive feedback and allowing opportunities for improvement
- Provide feedback to children as to their next steps thus making learning visible to the children in our schools, as well as to their parents
- Engage pupils in the setting of personal learning goals
- Develop strategies for self- assessment so that pupils can become reflective, independent learners
- Create tasks and activities that will support children in advancing their learning
- Allow children to engage in and control the development of their own learning and self-regulate their own steps; the essence of lifelong learning
- Share their observations and experiences with colleagues to improve the impact of their practice as teachers on the learners in their classroom
 - Inform Planning for Learning; a teacher's planning should be flexible to respond to initial and emerging ideas and skills consider the pathways through which each child will access their learning
 - Ensure learners should receive constructive guidance about how to improve. Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

Summative

The means of discovering the proficiency of a pupil may be both formal and informal. Summative assessment is used to ensure that the relative strengths and weaknesses of the pupils are accurately and consistently assessed and to enable effective target setting and planning of next steps.

Forms of Summative assessment:

- KS2 – Comprehension tests broken into skills/speed
- Years 1-6 – Regular timestable testing
- Years 1-4 – topic based maths tests
- Years 4-6 weekly arithmetic
- Years 4-6 Verbal and Non-Verbal reasoning testing (11+)
- Termly GL testing to provide Standardised age scores (CAT4, English, Reading, Spelling, Maths)

Next review: June 2024

