3C. Assessment Policy

Introduction and Purpose

Effective assessment is integral to teaching, learning, and student progress. Rigorous and consistent assessment supports children's understanding of where they stand in their learning journey, clarifying what they need to do to progress. At The Lyceum School, assessment guides planning and curriculum development, ensuring all children's learning needs are met. This policy outlines clear assessment expectations for staff to ensure consistency across the school.

Roles and Responsibilities

Teachers
Teachers are responsible for:

1. Understanding and following this policy and the assessment framework.
2. Consistently applying assessment standards to support student progress.
3. Meeting the day-to-day learning needs of the pupils.
4. Monitoring and evaluating each pupil's progress within their class.

Subject Leaders
Subject leaders are responsible for:

1. Providing progression documentation and ensuring its clarity.
2. Accurately monitoring assessment quality within their subject area.
3. Tracking student progress and advising teachers on next steps.

Assessment Lead and Senior Leaders
Assessment Lead and Senior leaders are responsible for:

1. Providing clear, ongoing training for staff on the assessment cycle and framework, as well as a clear cycle of CPD to ensure that staff are sufficiently trained.
2. Supporting subject leaders with time and resources for assessment monitoring.
3. Analysing school-wide assessment data and linking this to school development goals.
4. Acting on patterns in the assessment data to create an effective progress-feedback loop.
5. Offering feedback to staff on school-wide progress and areas for growth.

Forms of Assessment

Assessment at The Lyceum School is designed to prioritise 'Assessment for Learning,' helping teachers and students identify specific next steps and set appropriate goals.

1. **Formative Assessment**
   Formative assessment is the foundation of daily teaching and enables teachers to make judgments about each pupil's current understanding. This assessment type:
   - Informs lesson planning.
   - Offers pupils clear, actionable feedback.
   - Promotes pupil engagement and independence in learning.
   - Supports meaningful target-setting and goal achievement.
2. **Summative Assessment**
   Summative assessments provide formal evidence of pupils' strengths and areas for growth and may be both formal and informal. It is designed to enable goal setting and planning to address learning needs effectively. Examples include termly unit tests and internal exams.

Further details of assessment for learning and how summative assessment is used at the school can be found in ***Appendix 1.***

3. **Diagnostic Assessment**
   Diagnostic assessments help pinpoint specific knowledge and skills, as well as any areas where a pupil may require additional support.
4. **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 SENDCO.

Framework for Assessment

At The Lyceum School, we believe that both aptitude and interest play a vital role in a student's achievement and overall success. To support this, we regularly conduct detailed observations of each pupil's progress and use summative assessments to monitor learning trajectories, ensuring they remain aligned with external benchmarks.

From Reception through Year 6, our assessment framework functions as a dynamic scaffolding system that supports every child's learning journey. It links assessments to age-related expectations as well as broader educational goals.

Progress is tracked through regular, targeted observations that include next-step targets to guide the development of key skills and concepts. These are complemented by summative assessments and internal tracking systems. Pupils are thoroughly prepared for standardised assessments, including the London Consortium 11+, ISEB Pre-tests, and entrance exams for independent senior schools, through termly unit/module tests and internal exams.

Early Years: Reception pupils are assessed through a baseline measure upon entry, with a follow up assessment at the end of the year to measure progress. Reception pupils also sit termly phonics assessments based on their learning. Formative assessment is recorded using the Insight tracking system.

Years 1–6: Informal observations of each pupil's progress and achievements as well as, attitudes and responses to tasks and activities within and outside the classroom are undertaken continuously. This provides an indication of assimilation, understanding and retention of key concepts and techniques. Formal age-related assessments are carried out in key subjects aligned with National Curriculum guidelines, including English, Maths, Science and Reasoning. They provide concrete evidence of performance and relate to specific subject knowledge and skills, whilst also supporting teacher judgements when providing next steps to further progress.

Recording Progress

The school records pupil progress in a systematic manner to provide a clear view of each pupil's achievements, ensure transparent communication with parents, and support individual target setting. Tools include Insight and termly assessment tracking spreadsheets.

Supplementary Evidence

In addition to formative and summative assessments, the school uses additional data to accurately capture pupils' progress. This includes:

1. **Cognitive Ability Tests** (CAT4) for comparative analysis within year groups.
2. **Standardised Spelling and Reading Tests**.
3. **Quest Assessments** for age-standardized scores in core subjects.

Target Setting and Tracking Progress

Target setting is essential in supporting children's academic progress by providing them with clear goals. Targets are designed to be specific, achievable, and regularly reviewed in light of students' progression. Benchmarking data includes baseline assessments for Early Years and standardised testing data for Years 1-6, with progress reviewed each term.

Monitoring and Review

The school has a structured process for reviewing assessment quality and consistency, including:

- Work and marking scrutiny by subject leaders.
- Lesson observations by senior leaders and peer observation
- Termly assessment meetings with teacher and assessment lead.
- Moderation within subjects.
- Line-management meetings between subject leaders, senior leaders and the headmaster.

Appendix 1: Formative and Summative assessment

Formative

Formative Assessment or 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 added to plans as needed - 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
- Include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. 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
- 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, using adaptive teaching techniques as relevant
- 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, including the use of both soft and hard scaffolds
- 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

Summative

Summative assessment typically aims to evaluate a pupil's learning at the end of an instructional period, such as a unit, term, or school year, and can therefore be described as a means of discovering the proficiency of a pupil. This type of assessment 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:

- Reception Baseline assessments and End of term progress assessment
- Reception and Year 1 phonics assessments

- Years 3-6 Regular timestable reviews
- Years 1-6 termly QUEST testing to provide Standardised age scores (Grammar, Punctuation and Vocabulary, Reading, Spelling, Arithmetic and Maths Reasoning)
- Years 3 and 5 – CAT4 Reasoning and cognitive ability assessments
- KS2 - Comprehension tests
- Years 1-6 End of year Science QUEST assessment
- Years 4-6 Regular arithmetic tests
- Years 4-6 Verbal and Non-Verbal reasoning testing (11+)