



THE
ACORN FEDERATION
LONG LANE CHURCH OF ENGLAND SCHOOL
MARSTON MONTGOMERY SCHOOL

Assessment Policy

Policy written – May 2021

Reviewed – June 2023

To be reviewed – June 2025

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 carers, 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.
- **Phonics:** Phonics assessments from the All Aboard SSP are carried out half termly. These are used to inform interventions for pupils who are falling behind.
- **Formal Rising Stars Assessments:** Children in Years 1, 3, 4 and 5 complete formal assessments in Reading, Writing, Grammar and Maths. Results of these are collected termly. Children in Years 2 and 6 complete past SATs papers each term.
- **SATs:** Formal assessments are also carried out through SATs tests, which are statutory assessments. SATs take place at the end of KS1 and KS2. Other statutory assessments include the Phonics Screening Test at the end of Year 1.
- **Brackenfield Tracker:** Where it is appropriate, we are beginning to use the Brackenfield tracker to assess pupils with SEND so that small steps of progress can be monitored.
- **The Engagement Model:** Pupils with SEND who are not accessing the National

Curriculum are assessed using the Engagement Model. This uses observation to assess a pupil.

- **Baseline assessments:** Baseline assessments take place at the start of the Early Years Foundation Stage (usually within the first three weeks). The baseline assessment is used to inform learning and to compare the level 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.
- **RE, Science and Foundation Subjects:** In RE, Science 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 formal Rising Stars 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 challenging 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 conclusions, with explanations.
- Marking of work or verbal feedback after discussion with a 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 meetings 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. An full annual 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, whose 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 adapted 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' exercise 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).