

Assessment, Marking & Reporting Policy

Approved by Trustees 19 September 2017

Assessment is at the heart of all teaching and learning. It is an ongoing process with the main purpose of helping pupils and teachers plan the next steps in learning.

Assessment will be used as a tool to guide teaching and learning ensuring that the teaching is appropriate and that the learners make good progress.

This policy will be reviewed in two years, or earlier if necessary

Signed: *Tony Draper*
CEO

Date:

Signed: Elliot Sharp
Chair of Trustees

Date:

Next review date: September 2019

All LAT schools administer statutory assessments in a calm, age appropriate way, taking note of individual children's needs and minimising stress to children.

Teacher Assessment is the most valuable approach to understanding children's attainment. Testing is kept to a minimum and informs teacher assessment.

Assessment feedback inspires greater effort and a belief that, through hard work and practice, more can be achieved.

Effective assessment provides information to improve teaching and learning. To do this two different but complementary types of assessment: assessment for learning and assessment of learning are employed.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage using evidence, to describe pupil performance.

Children are given regular feedback on their learning so that they understand what they need to do to improve. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Objectives

The objectives of assessment in LAT are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and Trustees with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

The school's curriculum plan is used to guide teaching. This sets out the aims, objectives and values of the school, and details of what is to be taught to each year group. Lessons are planned with clear learning objectives which are based upon the teacher's detailed knowledge of each child. Tasks set are appropriate to each child's ability. Lesson plans make clear the expected outcomes for each lesson. Teachers share the lesson's learning objective with the children and indicate the way in which learning is linked, and the criteria against which the work will be judged.

Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. A note is made of those individual children who do not achieve at the expected learning for the lesson, and the information is used when planning for the next lesson. This information acts as a record of the progress made by the class.

Target-setting

Teachers use the outcomes of their assessment to summarise and analyse attainment and progress for their children within their class. Targets are set on a regular basis related to the needs of groups of children and this informs planning. Individual children's progress and next steps are discussed during progress meetings, and are communicated to parents at parent's meetings and in written reports.

Recording.

The national curriculum has set out clear expectations for what children should achieve by the end of each key stage. Statutory statements have been published in the National Curriculum to show end of year expectations for English and Maths

Every pupil is assessed against the expectations of the national curriculum for their own year group. Each year group has been broken down into 3 steps.

Pupils can be assessed as either:

B	Beginning to work within the expectations of the national curriculum for their year group
W	Working within the expectations of the national curriculum for their year group
S	Secure in the expectations of the national curriculum for their year group

Age related expectations	
End of Year 1 expectations	1B, 1W, 1S
End of Year 2 expectations	2B, 2W, 2S
End of Year 3 expectations	3B, 3W, 3S
End of Year 4 expectations	4B, 4W, 4S
End of Year 5 expectations	5B, 5W, 5S
End of Year 6 expectations	6B, 6W, 6S

Teachers choose one child from each group in Reading, Writing and Maths (5 children for each subject) plus any target children to highlight statements as the children progress throughout the year.

The statements should be highlighted in:

- Pink for Autumn term
- Green for Spring term
- Blue for Summer term

Each half term the teacher will select a 'step' to show where each child is working and record it on DC Pro.

Lower achieving children may be working outside their current year, and can be recorded as such following a discussion with the Inclusion Manager / SENCO.

Various methods of assessing a child's learning are recognised.

The type of assessment made varies from subject to subject. It is unnecessary to keep a formal record of all these assessments; Teachers record only the information that affects future learning. On planning sheets, Teachers record only those pupils who fail to meet the planned learning objective, or who achieve more than was planned, so that the needs of these pupils can be taken into account when planning for the next lesson. Where the majority of the class makes the planned progress there is no need to record this, and annotated lesson plans are used as a record of progress measured against

learning objectives. Each teacher passes this information on to the next teacher at the end of each year.

Feedback to pupils/markings

Feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. An agreed code for marking is followed, as this ensures that we all mark in the same way, and the children understand it.

Staff spot mark and give children verbal feedback on their work during the lesson whenever possible. Although sometimes feedback on a particular lesson is given at the beginning of the next one. It is clearly shown whether the objective has been met. If it is considered that the objective has not been met, it is clearly stated why. In all cases the child is told what he/she needs to do in order to achieve even better in the future.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards. Time is allowed at the beginning of each lesson for the children to address any comments written on their work and also to ask any questions of their own. There may also be improvements they can work on during this time. The Trust believes that learning is maximised when children enter into a dialogue about their work. Distance marking is kept to a minimum.

Inclusion and assessment for learning

Our schools aim to be inclusive. Barriers to learning and participation that can hinder or exclude pupils are actively removed. Inclusion is achieved by continual review, through monitoring data and asking questions about the performance of individuals and groups of pupils. In this way judgements can be made about success at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

Consistency

Phase leaders study examples of children's work within their area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All teachers discuss these through moderation meetings, so that they have a common understanding of the expectations in each subject. By doing this consistent judgements about standards are made. It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

Reporting to parents

There a range of strategies that keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work. Each term parents are offered the opportunity to meet their child's teacher to discuss their child's learning and progress. Each term, all parents received a written report of their child's progress and achievements. In this report target areas are identified for the future. Individual comments on all subjects of the National Curriculum, and on religious education annually. In this written report children have an opportunity to give their own evaluation of their performance during the year and parental feedback is encouraged. In reports for pupils who have taken statutory tests the National Curriculum tests and teacher assessments are provided.

Monitoring and review

The assessment lead is responsible for monitoring the implementation of this policy. Management time is allocated for this task. The leader uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

Appendix 1

Principles of Assessment

All LAT schools fully endorse key principles for assessment as set out by the (NAHT) Principles for Assessment:

1. Assessment is at the heart of teaching and learning.

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides the opportunity for students to demonstrate and review their progress.

2. Assessment is fair.

- a. Assessment is inclusive of all abilities.
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest.

- a. Assessment outcomes are used in ways that minimise undesirable effects.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c. Assessment objectives set high expectations for learners.

5. Assessment is appropriate.

- a. The purpose of any assessment process should be clearly stated.
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.

- a. Judgements are formed according to common principles.
- b. The results are readily understandable by third parties.
- c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

- a. Pupils in developing their learning.
- b. Parents in supporting children with their learning.
- c. Teachers in planning teaching and learning. Assessment must provide information that justifies the time spent.
- d. School leaders and governors in planning and allocating resources; and Principles for assessment – February 2014
- e. Government and agents of Government.