



**The Park Federation Academy Trust
Lake Farm Park Academy**

Assessment Policy

Approval

Signed by Chair/CEO/Principal	<i>Craig Horsman</i>
Date of approval	September 2016
Date of review	September 2018

Contents

		Page
1.0	Introduction	3
2.0	Principles of Effective Assessment	3
3.0	Types of Assessment	4
4.0	Assessment in the Early Years	4
5.0	Assessment in Key Stage One	5
6.0	Moderation	5
7.0	Recording and Record-Keeping	5

Section 1: Introduction

Assessment is most effective as a continual process to ensure that every child's individual needs are being adequately met and appropriate next steps are identified. Assessment should play an integral part in the classroom, involving all adults. All those involved must work closely together. The outcomes from assessment, recording and reviews of progress are used to monitor and evaluate curriculum planning. They are crucial in setting new learning targets for pupils.

The academy will ensure that our assessment procedures:

- are based on an agreed framework of consistent principles used throughout the academy, which allow us to effectively track pupil progress;
- inform teachers' forward planning and forms the basis for determining future teaching and learning development;
- are integrated into curriculum plans;
- help pupils to develop the skills they need to become reflective learners;
- recognise the whole range of pupils' achievements and experiences;
- provide intelligible and meaningful information for parents;
- use a wide variety of assessment strategies.

Section 2: Principles of Effective Assessment

- It should primarily be used to inform teaching and learning.
- It should provide teachers with information about where pupils know, where they are going next and what they need to do to get there.
- It should support continuous improvement.
- It should provide pupils (and parents) with information about their performance.
- It shouldn't be primarily about accountability.
- It shouldn't be about a race to the next threshold.
- It shouldn't be about vast amounts of spreadsheets, tables and graphs.

Assessment at pupil level

- Pupils should be assessed against the curriculum they are following.
- Teachers should be able to demonstrate what a pupil knows and what their next steps are.
- The recording of formative assessments should be simple, efficient and be adding value; it shouldn't be done 'just in case someone asks'.
- The target shouldn't be getting pupils to Level X; it should be objectives A, B and C that the pupil needs to work on.
- So why use a numerical system?

Assessment at cohort level

- We still need to be able to demonstrate attainment against age-related expectations, progress from one point to another, and to compare the performance of different groups. This is where numerical data has most value.
- Numerical data means progress can be tracked and the effectiveness of interventions can be measured.
- Numerical data provides teachers, governors, Ofsted etc. with an evaluation of the school's performance and a tool for school improvement.

Section 3: Types of Assessment

Informal Assessments

When informal assessment is embedded in daily classroom practice, it provides information that can be used to inform planning for teaching and learning that is well matched to children's needs. On-going teacher assessment is central to pupils making good progress.

Our staff will use a range of assessment strategies to maximise opportunities for pupils to demonstrate their knowledge and skills. These include observation, questioning, listening, marking and looking at other work produced. The evidence used to assess a child will be primarily based on a child's day-to-day work in class. Assessment activities will be planned in at regular intervals in order to support teacher judgements.

Formal Assessments

Formal, or summative, assessment involves making a judgement of a child's attainment at a point in time in order to assess their performance in terms of a particular subject or objective.

LFPA will regularly carry out more formal assessment, including ensuring that statutory Assessment and Reporting requirements are met. These include:

- the Baseline Assessment during the first six weeks of Reception;
- the Early Years Foundation Stage Profile during the Summer Term of Reception;
- the Phonics Check in the Summer Term of Year 1
- end of Key Stage assessments in Years 2 and 6
- a range of yearly assessments using the Rising Stars framework.

Section 4: Assessment in the Early Years

Evidence is primarily collected through observation and discussion and these are recorded in pupils' Learning Journeys, which are created using the 2Build a Profile app. Along with any written work, these form the basis of the on-going teacher assessments to determine each pupil's attainment and progress in line with age-related expectations.

Attainment and progress will be tracked against the Development Matter stages (30-50 months, 40-60 months etc). Each stage is broken down into 3 steps: Beginning, Developing and Secure. Assessment data will be recorded four times a year: baseline, end of the Autumn term, end of the Spring term and end of the Summer term.

The expectation is that pupils will on average make 4 steps progress per year from their starting point, across the seven areas of learning within the Early Years curriculum.

Example

Baseline: 30-50 months Developing

End of Autumn term: 30-50 months Secure (+1 step)

End of Spring term: 40-60 months Developing (+2 steps)

End of Summer term: 40-60 months Secure (+1 step; 4 steps in total)

Pupils making more than 4 steps progress during an academic year will be making accelerated progress (the equivalent of 4+ terms progress in 3 terms).

Section 5: Assessment in Key Stage One

As pupils move into Key Stage One (KS1), an increasing amount of teacher assessment will be based on work in pupils' books. However, evidence from observations and discussions is still of great importance. These will be recorded in Learning Journeys, which are created using the 2Build a Profile app.

Attainment and progress will be tracked against the Rising Stars framework, which is built around the National Curriculum programmes of study. Each stage is broken down into 4 steps: Beginning, Developing, Secure and Exceeding. Assessment data will be recorded three times a year, usually in the second half of each term.

The expectation is that pupils will on average make 3 steps progress per year from their starting points in Reading, Writing and Maths.

Example

End of Summer term: Stage 1 Secure
End of Autumn term: Stage 2 Beginning (+1 step)
End of Spring term: Stage 2 Developing (+1 step)
End of Summer term: Stage 2 Secure (+1 step; 3 steps in total)

A pupil who is 'Secure' in a stage by the end of the academic year would be working at age-related expectation. A pupil who is 'Exceeding' in a stage would be working beyond the age-related expectation. Only in exceptional circumstances would a pupil be working at the stage above their year group (e.g. a Year 1 pupil working at Stage 2). This mirrors the aim of the National Curriculum to ensure pupils have depth before breadth.

Section 6: Moderation

We ensure consistency of standards and accuracy of assessments through regular moderation of teachers' assessments. Work is moderated throughout the year so that there is standardisation of levels of achievement. This is done within each year group and across each key stage. Evidence to support moderation includes pupils' work, teachers' records and professional dialogue about pupil's achievements.

LFPA complies with any statutory moderation requirements.

Section 7: Recording and Record-Keeping

Records of the outcomes of assessment provide evidence of what pupils can do. Our records help us to:

- track the progress of individual pupils or groups of pupils;
- identify patterns over time;
- confirm end of year and statutory end of key stage teacher assessment;
- set individual and group targets for improvement;
- track progress at regular intervals throughout the year;
- plan support for individual pupils or groups of pupils;
- discuss pupils' progress with staff and parents.

Pupils' progress in achieving learning objectives will be recorded on individual tracking sheets. At the end of the Summer term, this information will be passed to the next teacher.

Assessment information will be collected and recorded using the 2Build a Profile app (Early Years) and 2Primary app (KS1 and KS2). The online commercial assessment programme Classroom Monitor is used to record and track assessments. Assessment data will be analysed formally once per term, but informally on a continuous basis.

Data will be analysed using a mixture of percentages to show pupils working at age-related expectations and average point scores to determine rates of progress. Pupil progress meetings will be held to discuss the attainment and progress of individual pupils as well as to analyse outcomes for different groups of pupils.

Findings from data analysis and Pupil Progress meetings will be used to identify groups and individuals who may require further intervention and those who are making accelerated progress.

Reporting

Annual reports are sent to parents at the end of the Summer Term. They are a summative document of the child's progress throughout the year. A copy of the annual report is placed in each pupil's file.