



Assessment Policy

This policy will be reviewed in full by the Governing Body on a yearly basis.

This policy was reviewed in *November 2106*.

Next review date: *November 2017*

Why Assess?

Children's progress is closely monitored at Langham in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Aims of the New National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

(Ofsted inspections – clarification for schools, March 2015, No. 140169)

Assessment at Langham

Staff at Langham have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support. It consists of mainly formative strategies and a range recording methods, as detailed below.

Foundation Stage Profile

Children are observed within the first 6 weeks of their schools in order to determine attainment on entry. Children continue to be assessed in the reception class where staff will add information to an assessment profile for each individual. The team make a summative judgement 3 times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Insights will be shared at parent consultation meetings. Staff will continue to complete a learning journey book of photos and comments. Parents and carers are able to contribute to this document.

Year One Phonics Check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

National Tests

Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body.

Marking and Assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. Children are encouraged to draw a smiley / straight face when they have finished their work to show their level of understanding and to add a comment if possible. They are also encouraged to use a pink pen to edit their work and to respond to teachers' comments. See separate Marking Policy for more information. Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment in Years 1 to 6 is recorded on an Assessment sheet. Children are assessed against the following descriptors:

- **NMP** – needs more practise
- **Beginning** - At early stage of development (support needed)
- **Developing** - Growing ability and independence (prompting needed)
- **Embedded** - Exhibits skill independently

- **Mastery** - Exhibits skill spontaneously and with confidence (not yet available on pupil asset)

The focus of each assessment will usually be a key performance indicator, mastery statement or National Curriculum criteria. Learning objectives will also be recorded. Assessment sheets can be completed as a baseline, at the end of a unit of work or as a summative document. Each key performance indicator, mastery statement or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress. Mastery statements are currently being developed by the staff for English and maths. It is intended that other subjects will be follow in due course.

Most assessment information will be collected through observations, information in books, pupil self-assessment and low-stakes assessment activities such as ‘exit point’, class quizzes, mastery mind etc.

Assessment information will be used to inform planning and to identify children who may need extra support. Data will be input into ‘Pupil Asset’ at regular intervals through the term and at the end of each unit of work for English reading, English writing and maths. This will be based upon the key performance indicators. Judgements will be made based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books.

Informal Parents’ evenings

Informal parents evening take place every half term for children to share their work with family members and for informal discussions with the teachers.

Learning Review meetings

Learning Review meetings for all children will be held once a year. This will be an opportunity for children, families and teaching teams to discuss the progress being made. Children can be present at these meetings and year 5 and 6 children will prepare either a written contribution or short presentation about their learning.

Reports to Parents

At the end of each term, families will receive a short report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the teaching team. Children will contribute to their report in the form of a success and a challenge for the term. Parents / Carers are encouraged to provide feedback to the school. Staff will be given one report writing day to support completion of reports.

Inclusion

Langham is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDco, parents and external agencies (where

appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Learning plans called MP3s, where appropriate, which are reviewed with the child and parents termly. Polly Kossowicz the SENDco, is available to provide advice to staff and families. We also maintain a list of Focus children (those currently not making expected progress), who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

- Marking Policy
- Teaching and Learning Policy
- SEND policy