Assessment Policy

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.

Assessment at Langham

Staff at Langham have worked together to develop an assessment system that takes into account the criteria of the 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 of recording methods, as detailed below.

Foundation Stage Profile

Children are observed within the first 6 weeks in order to determine attainment on entry, Reception Baseline is used for this. Children continue to be assessed in the Reception class where staff will add information to an assessment profile for each individual through a learning journal. The team make a summative judgement 3 times a year, based on information they gather from group and individual assessments. This information is based on three categories - emerging, expected or exceeding within the appropriate 'Age and Stage' band for each individual child. Most reception age children are working within the 40-60 month stage. Insights will be shared at parent consultation meetings. Staff use Tapestry to collect information and parents and carers are able to contribute to this.

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 6 are assessed during May. The results of these assessments are reported annually to the parents. Year 4 pupils take the MTC tests in June. Phonics screening takes place in June for Year 1.

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:

- **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.

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.

Parents' evenings

Informal parents evenings (Classroom Connects), take place every half term for children to share their work with family members and for informal discussions with the teachers. Formal

parents' consultations take place twice a year. Information is shared with parents through the website, email, parent teacher meetings when requested.

Reports to Parents

At the end of the academic year parents receive a full report. This report is based on summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school. Staff are 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, 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

Date agreed by staff: September 2026
Date agreed by governors: September 2026
Signed …….P Kossowicz……. Headteacher

Signed:……Ms Kate Jackson…… Chair of Governors
Date of next review: September 2028