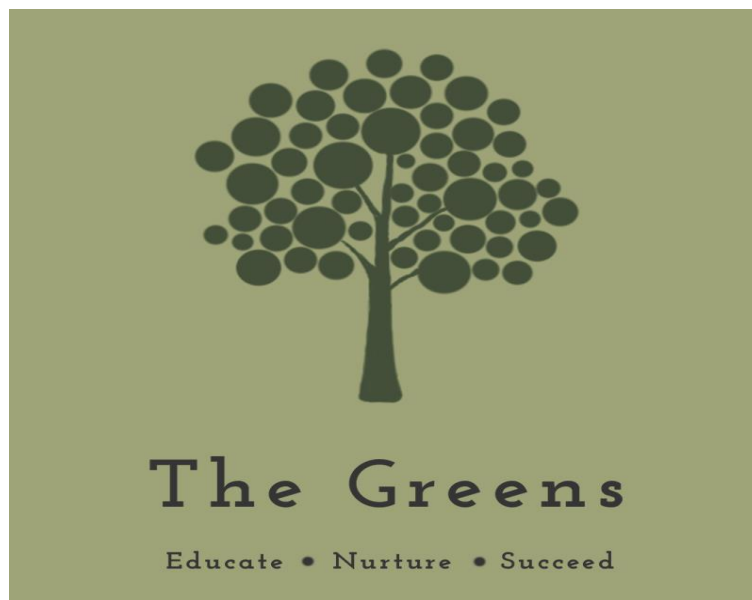


Assessment policy



Approved by:

Melanie Entwistle

Date: 01/09/2021

Last reviewed on:

05/03/2023. 04/03/2024

Contents

1. Aims	2
2. Legislation and guidance	2
3. Principles of assessment	2
4. Assessment approaches	3
5. Collecting and using data	4
6. Reporting to parents	4
7. Inclusion	4
8. Training	4
9. Roles and responsibilities	5
10. Monitoring	5
11. Links with other policies	5

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Legislation and guidance

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)

3. Principles of assessment

Assessments will be explicitly designed to measure student achievement of the intended learning outcomes, and all intended learning outcomes will be summatively assessed.

The processes for the approval of new topics and schemes of work, and for amending existing topics and schemes of work, will ensure that assessment is an integral part of planning. Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

4. Assessment approaches

At The Greens we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

At The Greens, every pupil will be assessed every half term based on what they have learnt during that time. Assessments are built in-house, based on the topic and subjects taught. There will be regular learning walks by the Curriculum Lead and Head of school. Marking and feedback, self and peer assessment is built in to our everyday planning and delivery.

As assessments are built into the Schemes of Work, this will reduce the impact on teachers' workload e.g. assessment week and become the norm for our pupils.

Formative assessment will be used to assess knowledge, skills and understanding, using a tracking system, this will be used for analysis of pupils' progress which will show progress over time. Any gaps will be identified immediately after assessment and any interventions needed will be put into place. Pupils will have regular progress meetings with their teachers, this will be done after every topic assessment therefore half termly.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.
- Summative assessment will provide useful information for improving future learning, this will be assessed end of topic, term and end of year. Using the assessment tracker will indicate our pupils progress over time and identify early interventions for pupils and dictate future planning.

- Summative assessment will be used to demonstrate improvement over a long period of time. Our tracker will identify progress, it will also identify very quickly any concerns we may have for a specific pupil and allow us to intervene.
- On admissions external baseline assessment will be used for example reading ages etc. When pupils arrive at The Greens we will then do our own internal baseline assessments to fully understand the needs of our pupils so we can identify their individual learning needs.
- Assessments are standardised and validated according to the learning outcomes and National Curriculum criteria.

5. Collecting and using data

Assessment data will be recorded on a cloud based file in line with GDPR. It will be shared with teaching and learning staff, and SLT.

- Data will be communicated with regular staff training and meetings. Parents will be informed of their Child's progress on a regular basis informally and formally on a termly basis.

6. Reporting to parents

Progress meetings for pupils and parents/carers once a term. There will be a termly report for parents, this will include:

Details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development

- Comments on general progress and teacher assessment outcomes.
- Arrangements for discussing the report with the pupil's teacher.
- The pupil's attendance record.
- The results of any assessments/examinations taken, by subject and grade/level.
- Details of any vocational qualifications or credits towards any such qualifications gained.

Below is an exemplar EYFS report

Characteristics of effective learning	How learns.	Area of learning	Aspect	Emerging	Expected	Targets
Learning through play: -Finding out and exploring. -Using what they know in their play. - Being willing to have a go.		Communication and language.	Listening			
			Speaking			
Through active learning: -to be involved and to concentrate -to keep trying -enjoying success.		Physical development.	Gross motor skills			
			Fine motor skills			
By creating and thinking critically: -having their own ideas -using what they know to learn new things. -choosing ways to do new things.		Personal social and emotional development	Building relationships			
			Managing emotions			
		Literacy	Comprehension			
			Reading			
			Writing			
		Maths	Number			
			Numerical patterns			
		Understanding the world	Past and present.			
			Community and cultures			
			The natural world			
		Arts and Design	Create with materials			
			To use imagination			

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Teaching and Learning staff will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis. They will have regular meetings with the Head of Teaching and Learning and attend any relevant training externally.

The head of teaching and learning will be responsible for ensuring that teachers have a good understanding of assessment and assessment practice.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Head of School

The head of school is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed annually by Melanie Entwistle. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The head of teaching and learning is responsible for ensuring that the policy is followed.

The head of teaching and learning will monitor the effectiveness of assessment practices across the school, through; moderation, lesson observations, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy