

# LAVANT C.E. PRIMARY SCHOOL



## Assessment for Learning POLICY

Written	Spring 2016
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## **Assessment for Learning Policy**

**School Mission Statement:** Learning together in faith – aiming for the best.

**Rationale:** Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their full potential.

Assessment is seen as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there”  
*Assessment for Learning: Assessment Reform Group 2002.*

At Lavant CE Primary School we endeavour to support all pupils in making strong progress in their learning as well as raising confidence and self-esteem. We see assessment in its many forms as central to this.

### **AIMS**

- To ensure strong progress, knowing children’s achievements and what they need to do next
- To ensure teacher planning is informed and adapted to meet the needs of all children
- To ensure learning difficulties and strengths are identified quickly and appropriate challenge, support and enrichment given
- To enable children to understand, reflect upon and engage with their own learning and development
- To internally track pupils attainment and progress
- To inform parents and carers of their child’s progress
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To inform the Governing Body of the schools standards and achievements
- To have a consistent approach that measures school progress against National Standards.
- To provide information to inform the school’s strategic planning

### **Effective Assessment**

At Lavant CE Primary School we believe effective assessment:

- *offers all children an opportunity to show what they know, understand, and can do to improve*
- enables teachers to plan more effectively to meet the needs of all learners
- helps parents be involved in their children’s learning and understand the progress they are making
- Provides the school with information to evaluate outcomes and set challenging targets

### **Monitoring and Evaluation**

The Core Curriculum Team and SENCo work closely with the Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors at Teaching and Learning committee for detailed analysis and also updated at FGB.

All teachers are responsible for monitoring their own class assessments and acting on findings. Pupil Progress meetings are held each term to inform next steps in learning for individual children and, where appropriate, strategic intervention and enrichment.

Teacher Appraisal is used to identify targets in pupil progress for all teachers for the class they have. These are reviewed through our Appraisal Cycle.

## **Key Features of Assessment at Lavant CE Primary School.**

### **Assessment For Learning (AFL)**

AFL focuses on how children learn and is central to classroom practice and planning. On a daily basis, learning outcomes are shared with pupils (WALT) and teachers discuss with pupils how learning outcomes can be achieved (WILF/Success Criteria). Continuous AFL is integral to teaching and learning. Peer and self-assessment, and triangulation are common practice throughout the school.

*Children's progress is evidenced from a baseline assessment at the beginning of a learning progression to an end task or assessment window which will be carried out away from the point of teaching.* Throughout the year, teachers are responsible for the assessment of pupil's learning and for collecting evidence that demonstrates that knowledge and skills have been embedded in rich, open ended tasks and real life situations.

Evidence of learning and current attainment is collected and moderated on a *termly* basis to ensure that children are on track to meet the age related expectations, and to ensure the breadth of the primary curriculum is being covered.

Ongoing assessment of children's learning takes different forms including;

- Marking of work and feedback – written and verbal
- Feedback requiring the children to respond to points raised, and time planned for this
- Planning of rich, probing questions to elicit and extend children's knowledge and understanding
- Children assessing and evaluating their own work and the work of their peers
- Capturing and recording learning in a variety of forms; observations of the children, photographs, use of post-it notes, children commenting on own learning
- Group work, which is teacher led or directed by a TA
- Conferencing with the children to enable dialogue about their work and learning
- Opportunities for purposeful, independent choices about learning pathways
- Review of progress and achievement against individual targets set for reading, writing and maths
- Formal summative assessments (Including National & NFER Tests)
- Weekly tests (Spellings, times tables etc.)

### **Assessment in the Foundation Subjects**

Whilst planning each Learning Journey, teachers identify key knowledge and skills to be gained by pupils in the foundation subjects being covered. At the end of each Learning Journey, teachers assess whether pupils are working at the expected standard, working towards, or exceeding. Subject leaders review foundation subject assessments each term to assist their monitoring of attainment and gaps in individual foundation subjects.

### **Reported Formal Assessment:**

This is the formal recognition of achievement:

- EYFS base line
- Completion of Foundation Stage Profile
- Year 1 phonics check
- Key Stage 1 and 2 National Curriculum tests
- Year 4 times tables check
- End of year reports

### **Assessment tracking Systems**

At Lavant CE Primary School we track pupils' progress against key performance indicators of the new National curriculum, national exemplification, national expectations and tests. Teachers make on-going formative judgements throughout the year and progress is tracked each term using the Primary.me tracking system against end of age/phase expectations. These

judgements are also visually represented in class tracking 'windscreens' & Venn Diagrams. Children's progress is discussed in planning meetings to inform next steps in learning and teaching, and all pupil groups are formally monitored and analysed each term during pupil progress meetings. Focus groups are:

- Gender
- Pupil premium
- Vulnerable pupils
- SEND pupils
- Higher attaining pupils (GD)
- EAL pupils

### **Target Setting**

We expect all children to meet their age expectations and to make strong progress from their starting points. Children's attainment is tracked year on year and end of year targets are set at the beginning of every year. These are discussed with the governing body. Our cohort tracking documents work on a one way trap door system ensuring targets are increased in light of improved attainment.

### **Foundation Stage Profile**

Information about a child is acquired before they even start school through:

- Home visits
- Early Years transfer records and discussions with play groups.
- The EYFS baseline assessment is carried out in the first few weeks.
- The Teacher also begins to complete the EYFS Profile.

Children continue to be assessed in Early Years where staff will add information to the assessment profile for each individual. The team, make a summative judgement three times a year, based on information they gather from learning journals and small group and individual observations / assessments. This information is based on the same three categories as nursery - emerging, developing or secure within the appropriate 'Age and Stage' band for each individual child. Most Early Years age children are working within the 40-60 month stage. These are kept on a Foundation stage tracker. Teachers share their insights of children's learning at parent consultation meetings and next steps of learning provided of each prime and specific area of learning. Learning and progress is evidence through comprehensive Learning Journals which contain pupils work, observations and photos. Parents and carers are able to contribute to this document. Children are encouraged to reflect on their achievements and next steps from the outset.

### **Phonics in EYFS and Key Stage 1**

Children's progress is tracked ½ termly against each phonic phase using the schools Anima phonic tracker. (This may continue into Key stage 2 if appropriate.)

### **Year One phonics check**

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

### **KS2 NFER**

Children in KS2 complete termly NFER tests in maths, GSP and reading. The NFER analysis tool enables teachers to identify strengths and areas of weakness for each cohort.

**Year 4 Multiplication Tables Check** – Beginning in June 2022, all children in Y4 partake in this assessment for accuracy and speed in times tables facts.

### **National Curriculum 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.

## Key Stage NCTs and EYFS Analysis

The relevant class teacher, Deputy Head and Head analyse EYFS and Key Stage results using:

- ASP (Analyse School Performance)
- FFT (Fischer Family Trust)
- E-pod (Electronic Provision of Data)

## Inclusion/SEN

Lavant CE Primary School 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 'first 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 SENCo, 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 and learning passports, where appropriate, which are reviewed with the child and parents termly. Mrs Jane Everard, our SENCo, is available to provide advice to staff and families. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. We have the same high expectations of all children and 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 and Feedback Policy
- Teaching for Learning Policy
- SEND policy

This policy will be reviewed spring term 2025

Key:

<i>AFL</i>	<i>Assessment for Learning</i>
<i>ASP</i>	<i>Analyse School Performance</i>
<i>E-pod</i>	<i>Electronic Provision of Data</i>
<i>EYFS</i>	<i>Early Years Foundation Stage</i>
<i>FFT</i>	<i>Fischer Family Trust</i>
<i>FGB</i>	<i>Full Governing Body</i>
<i>GPS</i>	<i>Grammar, Punctuation and Spelling</i>
<i>SEND</i>	<i>Special Educational Needs and Disabilities</i>

## Schedule of assessment (processes)

### All Staff

Baseline Formative assessments to start the year  
 – Reading, Writing, Maths, GPS, Phonics  
 Analysis of previous year's progress  
 Set end of year targets

Teacher appraisal Review and Target Setting

#### **Autumn Term 1**

Set up new Primary me. Tracker, cohort tracking & Venn diagram  
 Complete EYFS baseline  
 Pupils' Next steps written and shared with parents  
 Complete end of LJ assessments

#### **Autumn Term 2**

Update tracking documents  
 Pupil Progress meetings  
 Prepare for and participate in in-school moderation  
 Complete end of LJ assessments

#### **Spring Term 1**

SPAR & SALFORD for intervention pupils  
 Update tracking documents  
 Pupils' Next steps written and shared with parents  
 KS2 – administer NFER tests and analyse  
 Complete end of LJ assessments

#### **Spring Term 2**

Update tracking documents  
 Pupil Progress meetings  
 Prepare for and participate in in-school / locality moderation  
 Complete end of LJ assessments

#### **Summer Term 1**

SPAR & SALFORD for intervention pupils  
 KS1 & KS2 NCTS  
 Years 3,4 & 5 NFER in Reading, Maths & GPS  
 Update cohort tracking documents  
 Complete end of LJ assessments  
 KS1 and KS2 National Curriculum Tests

#### **Summer Term 2**

Data Analysis & Pupil Progress meetings  
 Year 1 Phonics check  
 Completion of EYFS Profile  
 Formal end of year written report  
 Teacher Assessment Judgements Submitted  
 Year 4 Multiplication Tables Check  
 Transition meetings  
 Prepare for and participate in in-school / locality moderation  
 Complete end of LJ assessments

### SLT / Subject Leaders

#### **Autumn Term**

National Data Analysis (ASP, FFT, ePOD)  
 Supported Data Review

School Improvement Planning and Target Setting  
 Set up termly tracking documents

Teacher Appraisal Review and Targets

Monitoring / Moderation of Assessment

Pupil Progress Meetings & analysis of pupil progress and ensure intervention groups established

Curriculum Coverage / attainment Monitoring

Report to Governors

#### **Spring Term**

Monitoring / Moderation of Assessment including analysis of NFER tests

Pupil Progress Meetings and analysis of impact of interventions

Update termly tracking documents  
 Curriculum Coverage / attainment Monitoring

Report to Governors

#### **Summer Term**

National Test Results Analysis

School Improvement Planning and Target Setting

Monitoring / Moderation of Assessment including NFER tests

Pupil Progress Meetings and analysis of interventions

Curriculum Coverage / attainment Monitoring

Report to Governors

Ongoing Formative Assessments: Marking, feedback, observations, targets, completion of foundation assessment documents, target setting, informal discussions, moderations