

Assessment Policy



Lisburne's aim is to provide quality inclusive education for all pupils and access to the full range of National Curriculum subjects in a safe, caring environment where all achievements are valued and celebrated.

Lisburne School is committed to Safeguarding, promoting the welfare of all its pupils and to protecting them from the risks of harm. The Governors expect all staff, students and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

As part of Lisburne's commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

We aim to fulfill the Prevent Duty by protecting our pupils from harm and to ensure they are taught in a way that is consistent with the law and British Values. We aim to: raise awareness, enable learners to make a positive contribution and safeguard the wellbeing of our children.

Policy agreed by GB on	January 2018
Policy shared with staff on	January 2018
Reviewed	May 2020

Lisburne School : Assessment Policy

At Lisburne School every child is individual and we believe that effective assessment raises standards for all of our children as it compliments and assists both teaching and learning. Since teaching and learning are inextricably linked our policy will focus not only on assessment procedures, but also

- Aspects of systems for planning
- Target setting
- Gathering evidence and keeping records
- Achieving consistency and agreement

Assessment involves diagnosing children's strengths and weaknesses, matching work to their capabilities and guiding them to appropriate study and groups.

Assessment is a child centred process which provides information which can be used in a variety of ways.

Formative decisions

Defining the next steps for a child's progress

- From day to day assessments: marking, observations, discussions with individuals or in a small group.
- From standard assessments reading tests, cognitive tests, diagnostic tests, SAT's etc.

Summative Statements

- Based on teachers ongoing assessments (connecting steps, phonic checklist, keywords etc)
- Test results (standardised tests) raw score at the end of KS1 SATs and the level awarded.
- KS2 SATs will be completed where appropriate in Y6.
- Phonic assessment completed for those able to access the paper in Yr1; repeated as necessary in Yr2 or at a later time where possible for low scorers
- Reading Test: Neale's Reading Analysis and Salford Reading Test
- The basis of core reports to other teachers/ parents/ carers.

Assessment procedures: Aims

- To have a consistent policy throughout school for assessment
- To use assessment to inform school development and improvement
- To ensure that assessments are workable and useful to the teacher
- To record and analyse assessments in order to aid and inform future planning and thereby supporting children's learning.
- To use a variety of assessment techniques at different times for appropriate purposes.
- To evaluate children's progress according to clear agreed criteria, which are consistently applied across all areas of the curriculum.
- To produce a full picture of the child as a whole, commenting on both academic and personal achievement
- To involve children in the assessment of their work so that they can demonstrate what they know, understand and can do in their work and focus on their own improvement.
- To inform and involve parents and carers so that they can be aware of their child's progress and the important role they can take.

Assessment Procedures

Each year group from Yr1 to Y6 has a schedule of assessments throughout the year, mainly using connecting steps. A target is set at the beginning of the year, which is then reviewed in February and in June. At the end of each academic year cohort and whole school progress is reported to the SLT and Governing Body. EYFS assess their children using the 7 areas of learning as outlined in Statutory Guidance.

Our assessments can be divided into three areas:

- Quantitative
- Qualitative
- Marking children's work

Quantitative assessments undertaken by school aim to

- Measure attainment
- Monitor progress
- Inform teaching and planning
- Inform school development and improvement

These quantitative tests allow staff to judge the achievement of individuals and can be used in many different ways. Judgements and decisions from this analysis will inform the school improvement plan (SIP) and drive school practice.

Qualitative Data

This is information which is gathered through other means than tests. It does not produce a number score but relates to the quality of work. It uses such things as

- Planning analysis
- Work analysis
- Classroom observations
- Children's self-assessments
- Parental feedback
- Governors feedback

This information can be used to

- Focus on certain aspects of teaching
- Focus on certain aspects of learning
- Improve planning, ensuring continuity, progression and breadth of coverage
- Judge and agree standards of achievement, producing portfolios of levelled work as standard references.
- Agree targets for developments.

The Use of qualitative Data

Analysis of data will be undertaken by staff according to their responsibilities.

Who	What
Class teachers	Consider and review data relevant to their own class.
English Curriculum Development Group	Maintain an overview of performance in English through all year groups through monitoring and evaluation.
Maths Curriculum Development Group	Maintain an overview of performance in Maths through all year groups through monitoring and evaluation.
Science Curriculum Development Group	Maintain an overview of performance in Science through all year groups through monitoring and evaluation.
Computing Curriculum Development Group	Maintain an overview of performance in Computing through all year groups through monitoring and evaluation.
EYFS Coordinator	Will also be responsible for the analysis of qualitative data Lesson plans Planning analysis Work analysis
Assessment coordinator SLT Head Teacher	Consider and review data; hold regular pupil progress meetings, feedback to Governors, SLT and staff with regard to whole school, / cohort performance and development.

Assessment in Practice

The schools agreed framework of assessment involves:

- Statutory SAT's and DfE assessments
- Focussed teacher assessment in English (speaking and listening, writing & reading), Maths, Computing and Science
- The use of Connecting Steps (where appropriate) and EYFS guidance to record and analyse progress and support our monitoring programme
- Purposeful marking and continual teacher assessment
- Children's own self-assessment
- Planned assessment in teaching units (end of a block of work)
- Daily/weekly lesson evaluations
- Keywords assessment
- Initial sounds assessment
- Foundation - to use the EYFS Statutory Framework

Children's Own Self-Assessment

This is enacted mainly in spoken interaction with the child or in marking. During a lesson the child is made aware of the objective for learning and feedback on an individual or group level. This allows the child to realise their level of achievement and what they need to do in order to progress more. Throughout school we have introduced a system for children to evaluate how they feel they have done against the learning objective using a star (if they feel they have achieved their target "star learner") and a wand (if they wish to improve "need a bit more magic").

Assessment Evidence

Each child from Yr1 to Yr6 has an individual assessment folder with one piece of evidence included each month, following the assessment calendar. They also serve as a clear record of progress. This is particularly useful when the child moves to the next class or school.

What is included in the Assessment File

- Calendar of assessed key pieces of work
- Significant pieces of work
- Photographic evidence

IEP's

Each term the class teacher will develop an IEP for each child, which clearly identifies the child's needs and specifies small, achievable targets relating back to the last annual review. KS2 children have input into their IEP targets. These targets are reviewed and updated when achieved and new targets set at least once per term (Oct/ Feb/ May). The IEPs will be shared with the child's parent/carer and feed into teachers planning, the Annual Review and EHC process. Parents are encouraged to have input into the IEPs with suggestions for a target.

Rochford Review

At Lisburne we have taken a proactive approach to the recommendations made in the Rochford review. With a view to the forthcoming removal of P-levels we have begun to look at phasing the transition of children's levels over to the pre pre-key stage standards in Maths, English reading and English writing. Children are grouped in accordance to their curriculum and therapy needs; engagement scales are being trialled with children who do not yet access the National Curriculum and who follow a sensory curriculum.