LANDAU FORTE ACADEMY GREENACRES

Policy Name	Assessment Policy
Date of Issue	June 2024
Author	P Pratt
Reviewed by	P Pratt
Date of next review	June 2026

1. Scope of the policy

Scope of the Policy

This policy applies to Landau Forte Academy Greenacres

Purpose of the policy

This policy is to describe and explain the assessment cycle at Landau Forte Academy Greenacres.

Policy Detail

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are to:

- provide information to support progression in learning through planning;
- provide information for target setting for individuals, groups and cohorts;
- share learning goals with children;
- involve children with self-assessment;
- help pupils know and recognise the standards they are aiming for;
- raise standards of learning;
- identify children for intervention;
- inform parents and other interested parties of children's progress;
- complete a critical self-evaluation of the school.

Assessment without Levels

The latest National Curriculum framework no longer has level descriptors.
With levels removed and the focus now on raising the achievement of every pupil, the academy's governors, leaders and teachers have chosen a new way to measure pupil attainment and progress.

The old and new curriculum have different content. Many of the objectives in the old curriculum have shifted to lower year groups in the new, more rigorous curriculum, which means it is not possible to have an exact correlation between a level that was the outcome of the old National Curriculum assessment and the requirements of the new National Curriculum; this means a shift in thinking and in the way we assess our children's outcomes.

Our assessment tool is robust and tracks pupils' progress across the school and not just at the end of a Key Stage.

The principles that underpin our assessment system are:

- Every child can achieve: teachers at Landau Forte Academy Greenacres have the mindset: 'What do I need to do next to enable a child in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children.
- Children will make age appropriate progress: 12 months in 12 months.
- Teachers are experts at assessment: assessment will be used effectively to ensure the correct scaffolding is built into lessons to ensure all children achieve.

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations: this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year.

Assessment for Learning

Assessment for learning is a natural part of teaching and learning; this is constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Landau Forte Academy Greenacres we will:

- evaluate pupils' learning to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons;
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate;
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make;
- set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process;
- regularly share these targets with parents to include them in supporting their child's learning;
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives;
- mark work so that it is constructive and informative in accordance with the marking policy;
- incorporate both formative and summative assessment opportunities in medium and short term planning;
- assess all subjects termly using a common format and make relevant comments about pupils' progress, especially those working below or above the national average;
- pass on assessment data to the next class teacher so children can be tracked as they progress through the school;
- use assessment for learning strategies such as working walls, targets, learning outcomes for each lesson and self and peer evaluation.

Formal Assessment Cycle

Formal assessment is a systematic part of the academy's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Landau Forte Academy Greenacres will include:

1. Data from statutory assessments:
    - Early Years Foundation Stage Profile;
    - Year 1 Phonics screening;
    - Key Stage 1 optional assessments (KS1 SATs);
    - Y4 Multiplication Tables Check;
    - Key Stage 2 assessments (KS2 SATs).

2. Information from termly and end of unit assessments:
    - End of unit assessment tests in White Rose mathematics to inform teacher assessment and planning;
    - Optional Tests in KS2 in June;
    - Half-termly arithmetic tests for KS2;
    - Regular writing assessments using writing checklists for each year group;
    - Data analysis to show pupils' progress from entry and in comparison with national expectations;
    - On-going teacher assessments in all foundation subjects and reports to SLT on a termly basis. Feedback sheets are completed at the end of each session to show how pupils have met the learning outcome.

The regular review of tracking data at Pupil Progress Meetings will give teachers the opportunity to revise and refine teaching and learning for the class. It is in recognising the individual abilities of pupils, that the school can make the necessary adjustments for intervention for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic learning tasks set for them and that the path of achievement is determined through effective classroom organisation, learning groups and careful planning.

To achieve this at Landau Forte Academy Greenacres we will:

- follow the Assessment cycle and update the data on a regular basis on cohort data sheets (Excel spreadsheet in Teachers folder on the idrive);
- use information to identify numbers and percentages of children working at or above year group expectations within a cohort;
- analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Grant;
- participate in Pupil Progress meetings to share information with SLT, SENCO, subject leaders and governors;
- analyse data at the end of each term and the academic year to track progress made by cohorts, groups of pupils and individuals.

Reporting

Reporting to parents and carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Landau Forte Academy Greenacres we will:

- provide opportunities for at least two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process;
- have opportunities for a mid-year progress report and a final end of year report, which includes the results of statutory tests and assessments and gives information relating to progress and attainment;
- discuss pupil progress at the request of a parent by appointment.

The Assessment Leader will:

- formulate the academy's assessment policy in consultation with the SLT, staff and governors;
- review the policy regularly in the light of statutory requirements and the needs of the school;
- provide support and guidance with assessment and keep up to date with current information;
- resource school with relevant tests and update assessment cycle;
- maintain the assessment tracking records and consult with all staff about the targets set;
- highlight pupils and groups of pupils who have made less than expected progress or are working below expectations;
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background;
- report to governors regarding the policy, statutory test results and cohort data.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Landau Forte Academy Greenacres we will:

- use national and county skills ladders to benchmark and moderate pupils' work;
- meet regularly to monitor and moderate pupils' work;
- collate evidence to back up teacher assessments, such as lesson observations, book trawls, data analysis and pupil voice.

Policy Name	**Assessment Policy**
Reviewed	**June 2024**
Changes made	**Updated names of assessments and resources used in school in "Formal Assessment Cycle" section to reflect current practice.**
Reviewed By	**P Pratt**
Principal	**L Bridge**

LANDAU FORTE CHARITABLE TRUST