



LATCHMERE  
ACADEMY TRUST

## Assessment Policy

Status	Curriculum
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

## Mission Statement

**“To stay at the forefront of educational innovation whilst keeping pupil wellbeing at our heart”**

- **Learning** – every chance we receive so we can achieve more
- **Local Community** – showing respect for our environment and our individual pride in making the community and the world a better place
- **Laughter** – helps learning and lasts forever
- **Loyalty** – is to respect others and is returned with friendship and love
- **Love** – comes from Latchmere and makes us feel important
- **Leadership** – helps us to work together in co-operation towards a common goal

## Assessment Policy

At Latchmere Academy Trust, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

### Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school’s strategic planning
- To gather information to inform teachers’ planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Trustees of the school’s standards and achievement
- To ensure that the positive achievements of a child are recognised and the next steps are planned
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given
- To systematically record the overall achievements of all children
- To ensure that the legal requirements for record-keeping, assessing and reporting are met

All of the above will ensure that the school operates a rigorous system for assessment, where a wide range of factors are triangulated in order to ensure the highest standards possible for all pupils.

In addition, assessment supports teachers and the Senior Leadership Team in monitoring the effectiveness of teaching and learning.

## **Effective Assessment at Latchmere Academy Trust will:**

- Raise standards of attainment and behaviour
- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning process and the steps to improvement
- Guide and support the teacher as planner, provider, facilitator and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Draw upon as wide a range of evidence as possible using a variety of assessment activities
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and the Senior Leadership Team as they plan for individual pupil, groups and cohorts
- Provide information which can be used by parents or carers to understand their child's strengths, areas for development and progress
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

## **Co-ordination of Assessment**

The Head teacher leads the co-ordination of assessment. The Deputy Head teachers, Inclusion Lead and Early Years Foundation Stage Leader work closely together with the Head teacher to ensure that progress is being monitored robustly throughout the school. Pupil progress reports are presented once a term.

## **Key features of Assessment at Latchmere Academy Trust**

### **Day to day (Assessment for Learning)**

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning Objectives and success criteria are shared with pupils, and teachers discuss with pupils how these outcomes can be achieved. Assessment for learning takes place on a daily basis and is integral to effective teaching and learning. Peer and self-assessment is standard practice throughout the school.

### **Periodic (Assessment Points)**

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of every half term (there are six Assessment Points in one academic year).

### **Transitional**

This is the formal recognition of achievement:

- Completion of Early Years Foundation Stage Profile
- Key Stage 1 and 2 national tests
- End of year reports

## Management Information Systems

At Latchmere Academy Trust we use Target Tracker to record and track pupil progress in all year groups. Teacher assessments are recorded at the end of each Assessment Point (every term). Pupil progress is monitored each term via Pupil Progress meetings. At the end of the Summer Term the Senior Leadership Team analyses individual, group and cohort progress.

### Target setting - Year 2 and Year 6

Year 2 targets are discussed and agreed following analysis by the Head teacher, Deputy Head teacher and SIP.

Year 6 targets are set using the same process, and take into account pupil progress data from Years 3, 4 and 5 also.

After agreement by Senior Leadership Team and the School Improvement Partner, these targets are shared with the Trustees.

Year 2	Year 6
% of pupils at Expected standard + in Reading	% of pupils at Expected standard + in Reading
% of pupils at Above Expected standard + in Reading	% of pupils at Above Expected standard + in Reading
% of pupils at Expected standard + in Writing	% of pupils at Expected standard + in Writing
% of pupils at Above Expected standard + in Writing	% of pupils at Above Expected standard + in writing
% of pupils at Expected standard + in Maths	% of pupils at Expected standard + in Maths
% of pupils at Above Expected standard + in Maths	% of pupils at Above Expected standard + in Maths
% of pupils making expected progress in RWM.	% of pupils making expected progress in RWM.
% of pupils making above expected progress in RWM.	% of pupils making above expected progress in RWM.

We set aspirational targets for identified Able, Gifted & Talented Year 6 pupils who have the potential to exceed expected standards. We set separate targets for PPG pupils and SEND pupils.

## **Target Setting - Early Years Foundation Stage**

Following Baseline assessments (completed within the first three weeks of Autumn Term 1), cohort targets are set in Reading, Writing and Number during the first Pupil Progress meeting of the school year.

In Reception, a Good Level of Development target is also set (The Department for Education says that children will be defined as having achieved a GLD if they achieve at least the expected level in:

The Early Learning Goals (ELGs) in the three prime areas of learning (communication and language; physical development; and personal, social and emotional development). The ELGs in the specific areas of mathematics and literacy

## **Target Setting – Years 1, 3, 4 & 5**

Curriculum targets (the same as Year 2) are set for Reading, Writing and Maths during the first Pupil progress meeting of the school year.

In addition to these curriculum targets, a Phonics Screening Check target is also set for Year 1 pupils, and a Phonics Screening Check resit target is also set for Year 2 pupils who did not pass the test in Year 1.

## **Pupil Progress meetings**

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured, and personal knowledge of each child is key. For this reason the class teacher meets with relevant members of the Senior Leadership Team once a term.

The progress of individuals and specific groups of pupils is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, focus groups (see below), key stages and subject areas are collated and actioned as necessary. The SENCO and Pastoral Care Manager are also involved in these meetings.

Provision Maps are also brought to these meetings to ensure that all groups of pupils with SEND, PPG and those identified as Able, Gifted & Talented are provided with the necessary interventions, and also in order to evaluate the impact of these interventions.

## **Tracking of groups**

All pupils are tracked throughout the year and are discussed at Pupil Progress meetings, as are particular focus groups:-

- Boys
- Girls
- Pupil Premium Pupils
- Persistent Absentees
- Special Educational Needs and Disabilities
- English as an Additional Language

- Able, Gifted & Talented
- Looked After Children

### Attainment and progress expectations

All year groups are following the National Curriculum. It is important to appreciate that this is far more challenging than the 'old' National Curriculum and pupils will need to acquire more knowledge and skills to be working at the **expected standard** by the end of the academic year.

It is our aim that every child will reach the expected standards by the end of each academic year, with many children having the time and opportunity to work in **greater depth** and breadth.

### Matching the Target Tracker banding to the National Curriculum

National Curriculum Standard	Working Towards Expected Standard (emerging)	Working Towards Expected Standard	At Expected Standard	Exceeding Expected Standard	Working at Greater Depth
Target Tracker equivalent	Previous year band or Pre key stage	B, B+	W, W+	S	S+ or next year band

It is expected that pupils will make at least six points progress in a school year using Target Tracker statements.

### Using P-Scales or Pre-Key Stage Assessment to measure progress for those pupils not accessing the curriculum

We recognise the fact that some of our pupils with Special Educational Needs and Disabilities (SEND) may not be accessing the National Curriculum. Progress of these groups of pupils are measured by performance attainment targets (P Scales and PKS levels).

### Assessment of Foundation Subjects

Foundation subjects are also assessed against National Curriculum expectations, using the Assessment without Levels Assessment. Each class has its own assessment file for these subjects.

### Reporting

Reports are sent to parents each year in July. These reports inform parents of their children's progress and achievements. They also give the next steps in their learning.

Parents Evenings are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two scheduled times during the school year:

- Autumn Term 2 (immediately after the half-term break); an informal meeting to discuss how each child is settling into a new class and to ensure that parents understand their child's strengths and targets.
- Spring Term 2 (just before the Spring break); a more formal meeting where parents can look through their child's exercise books and discuss their child's progress towards their curriculum targets.

There is also an opportunity for parents to meet teachers to discuss any issues arising from the written end of year report.

Parents are encouraged to meet with the class teacher **at any time**, should they have any concerns.

