



Longwood School and Nursery

“Longwoodese – A Language We All Speak”

Promoting

- Enthusiasm
- Experience
- Expertise
- Emotional Intelligence and Wellbeing
- Environment

Assessment Policy

Agreed: February 2016

Last Reviewed and amended: August 2020 by C May

Next review due: August 2022

Assessment Policy

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils. This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes of different types of assessment.

Longwood has welcomed recent educational changes. Coupled together with recommendations from our Ofsted inspections in November 2014 and December 2017, we have recognised an exciting opportunity to review our assessment and reporting systems to create a more holistic approach that makes sense to parents. We are very clear that whatever assessment tool we use, it needs to be robust and track pupils' progress across the school.

The principles that underpin our new assessment system are:

- Every child can achieve: teachers at Longwood have the mind-set, 'What do I need to do next to enable a child in my class to achieve?'
- The National Curriculum objectives will form the basis for expectations for all children (although many children will achieve well beyond these)
- Most children will make age appropriate progress – 12 months in 12 months
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.

Fundamental Principles of Assessment

All assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole- school, class and individual pupil levels
- enable parents to be involved in their child's progress

At Longwood, children are assessed regularly, both formally and informally, using a variety of methods. The emphasis is always on individual progress and our school vision remains central to all that we do

‘If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth.’
(Shirley Clarke, Unlocking Formative Assessment, 2001)

Developing this plant analogy further, it is important to value every plant in the garden. Some are small and colourful, others are big and need to be cut back regularly, some never flower but provide shade for the saplings, others are prickly and provide protection. So it is with the children at Longwood. They are all different, but they all have their place and belong in the garden.

There are two main types of assessment; formative and summative.

Formative Assessment

Whenever a child interacts with another child or adult in the classroom, formative assessment will be taking place. Teachers are constantly looking to see if a child has understood a concept or performed a skill or understood a piece of information. Corrective measures are always being taken and the teacher constantly making decisions about how to move the child on to the next stage.

A more visual form of formative assessment can be seen in a child's book, when a piece of work is marked. Some work will be self-assessed by the child, sometimes peer assessment might be appropriate and most of the time, work will be assessed by a teacher. There are times when a tick or a cross might be sufficient, but it is often beneficial for a child to receive feedback and then time for work to be improved upon. Comments written in pink tell the child what s/he has done well and record when the learning objective has been achieved. Comments written in green give the child constructive feedback, often together with suggestions for improvement and/or a next steps target.

Parent meetings are a continuation of formative assessment. It is important that parents are involved and understand their child's progress.

Celebrating achievements is a crucial part of formative assessment and at Longwood, different children are chosen each week and given a certificate for different achievements both academic and pastoral. Exceptional work may be awarded a sticker from the Head teacher.

Please see our Feedback and Marking Policy.

Summative Assessment

Teachers in the preschool classes and reception use the EYFS profile as their guide and assess children according to the EYFS age-related statements. These statements are judged constantly using 2simple/Evidence Me and they are available for parents to look at any time. At the end of reception, children are judged against the EYFS Early Learning Goals and are either “emerging”, “expected” or “exceeding” these goals. From September 2015, reception children will take the GL Assessment Reception Baseline Test. At the end of reception, they will be tested again and their attainment and progress measured.

Throughout their time at Longwood, all children will be given regular spelling tests and times tables tests. Results will be kept by the teachers and children encouraged to improve each week.

NGRT (reading) tests will be administered in September and then again at Easter for all children in Years 1-6. These tests give a reading age and a standardised score.

Similarly, SWST (spelling) tests will be administered in September and Easter and children will be given a spelling age and standardised score.

CATs tests will be administered each September for children in years 2-6. These give a measure of ability (verbal reasoning, non-verbal reasoning, quantitative and spatial ability) and are useful for comparing against attainment. In some cases, potential problems may be flagged up and this will enable us to put strategies into place to help individual children.

Progress Tests in English and Maths are administered in May each year for all children in years 1-6. They measure ability and progress and results are in the form of standardised scores.

At Longwood, all children from reception to year 6 are given a writing task each term. These tasks test a variety of genres over the years and children are judged (by the teachers, using their own professional knowledge) as emerging, progressing, secure or mastery according to expectations for their year group.

All formal test results are recorded on a school-wide spreadsheet and this is analysed regularly to ensure that all children are making satisfactory or better progress, trends can be seen and remedial action taken if any children are underachieving.

Each child's progress is plotted onto the tracking area within the school database. Statements are highlighted by the teacher when the teacher believes that the statement has been achieved by the child. Progress is judged as Emerging, Progressing, Secure or Mastery. Statements are highlighted in different colours, according the term and year when the child achieved that statement, so that it is clearly visible when the child has achieved each statement, whether progress is steady or not and so that targets are clearly visible. There are trackers for Maths, Reading, Writing, IT, Science, French and Music.