Assessment Policy
Longford Park School

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Approved by: S. Martin
Governing Body: ______________________________

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Assessment Policy
Longford Park School

Introduction
The aims of this policy are to state the rationale behind planning and assessment and to describe how they take place within the school. It has been developed through staff discussion to provide a common thread, which will enhance pupils’ learning experiences and result in an integrated approach throughout the school.

The Purposes of Assessment
- To track levels of progression to ensure each child is maximising their potential.
- As a means of benchmarking performance against other schools and securing accountability to governors, parents, headteacher and other agencies
- To discover what children are learning
- To identify individual needs and aid the setting of challenging targets
- To inform planning and further work
- To assist continuity of work within the school

We believe that
- Assessment of pupils’ work provides information that can be used to raise standards
- Planning should include regular provision for assessment
- The outcome of assessment should be reflected in future planning and therefore acts as a form of evaluation of teachers’ practice. In this way a cycle of assessing and planning evolves naturally.
- The Assessment procedures and cycle have been devised by the teachers at Longford Park School to fit the unique context of the schools population.
- Techniques for assessment should be easily managed as part of the everyday classroom organisation
- Recording of assessment should be manageable
- Strategies and techniques for assessment can be varied to meet individual learning needs
- It is appropriate for pupils themselves to be involved in target-setting and in discussing the results of assessment
- Parents should be kept informed about their children’s progress

Types of Assessment

Summative
A measure of the level of attainment a child has reached by a specific date. At Longford Park School, we assess a child’s level according to National Curriculum Levels or P Levels. Each term an assessment week takes place, during this week a combination of standardised tests, teachers levelled work and Performance Indicator for Value Added Target Setting (PIVATS) Assessments are moderated to establish a secure level for each child. These levels are then recorded in the schools self -designed tracking system based upon DCSF Progression Guidance 2010 -11. The schools tracking system is
used as a tool to benchmark progress, identify challenging targets for each individual and informs whole school planning.

**Formative**
This assesses how children learn and identifies the next steps in a child’s learning.

**Methods of Assessment**
- Assessing Pupil Progress (APP) developed by the Department for Children Schools and Families (DCSF),
- Standardised tests
- Pupil work levelled by the teacher
- The Performance Indicator for Value Added Target Setting (PIVATS) assessment tool
- Self-assessment – encouraging children to consider what they can do, what they have learned and what they would like to learn next
- Continuous assessment – every adult in a classroom is responsible for observing learning and attainment as it takes place. Informal notes can be made to record progress towards Individual Education Targets and Individual Behaviour Targets.
- Observation of day-to-day work
- Oral assessment
- Collaborative – children work in pairs or groups to explain what they have learned to each other, thus consolidating their learning

**What we do**
Strategies for assessment reflect children’s varied learning needs, especially their communicative skills. A variety of assessment techniques are required in the classroom.

- A full assessment is carried out when a child enters Longford Park School, this varies according to the age and ability of the child. At the very least a complete PIVATS assessment is carried out. For older and more able pupils this assessment will extend to standardised tests. This gives a baseline against which to measure attainment.
- Assessment weeks take place towards the end of each term. During these weeks a combination of the following assessment tools will be used:
  - Standardised tests
  - APP
  - Work levelled by the teacher
  - PIVATS
After the assessment week teachers meet to moderate each child’s work and establish the levels each child is working at.
- Targets for IEP/IBPs are evaluated at the end of each term and new targets are set according to APP targets for children working at National Curriculum Levels and PIVATS targets for pupils working within P Levels.
- Where appropriate pupils in Key Stage 1 complete the Phonics Screening Tests.
- Ongoing classroom marking, observations and discussions including records for individual reading.
Record Keeping
After moderation each child’s levels are recorded in the schools self-designed tracking system based upon DCSF Progression Guidance 2010-11.

Records of updated APP assessments, PIVATS levels and standardised test scores are kept in the Assessment File to be found in every class. The file also contains current IEP/IBPs and records of Previous IEP/IBPs that have been evaluated.

Teachers may also keep any other class records of children’s progress that they find useful or appropriate.

Reporting
The updated assessments that are recorded in schools tracking system at the end of each term are analysed against predicted targets to monitor levels of progression for each individual.

New IEP/IBP targets are given in at the beginning of each term and these are shared with parents.

An annual report is completed for each child in time for their annual review. This report is shared with parents.

Parents’ Evenings are held each term. Parents are asked to come to discuss their child’s progress and see the work their child has produced.

Regular informal contact is made with parents through the use of the home/school book.

Assessment Toolkit
Assessment for learning will be undertaken by teachers and their supporting staff to inform topics and future learning. Formative assessment techniques, which are tailored to teacher needs, will be used to create our pupils individualised learning activities. Our teachers will match tasks to pupil capabilities; these can be varied and non-judgemental.

Teachers at our school will use Assessment Toolkits at their discretion, to assess pupil progress and identify achievement, and target setting.

These Toolkits have been designed so that all staff and pupils know exactly what their objectives and targets are, and can be used across all curriculum areas.

Staff and pupils will assess progress towards achieving identified learning outcomes and personal targets; including IEP targets for writing. Peer assessment will be used as appropriate.
An exemplar template can be seen here; but may be adjusted to meet the needs of individual teachers, pupils and groups:

<table>
<thead>
<tr>
<th>Pupil objectives:</th>
<th>Pupil assessment</th>
<th>Peer assessment</th>
<th>Adult assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
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</tbody>
</table>

Pupils and staff will use a colour coded system to assess:

- **Green** = you have achieved the objective.
- **Blue** = some things need improvement.
- **Red** = not demonstrated.

**Summative assessment will take place 3 times annually, at the end of each academic term.**