

LAVANT C.E. PRIMARY SCHOOL

Assessment for Learning POLICY



Learning together in faith – always aiming for the best

Lavant CE Primary School is an inclusive and ambitious school at the heart of our local community. Our vision is to inspire & support every child (and adult) to aim for and achieve their very best, loving one another and **'living life in all its fullness' (John 10:10)**.

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Assessment for Learning Policy

Rationale: Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their full potential.

Assessment is seen as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there”
Assessment for Learning: Assessment Reform Group 2002.

At Lavant CE Primary School we endeavour to support all pupils in making strong progress in their learning as well as raising confidence and self-esteem. We see assessment in its many forms as central to this.

AIMS

- To ensure strong progress, knowing children’s achievements and what they need to do next
- To ensure teacher planning is informed and adapted to meet the needs of all children
- To ensure learning difficulties and strengths are identified quickly and appropriate challenge, support and enrichment given
- To enable children to understand, reflect upon and engage with their own learning and development
- To internally track pupils attainment and progress
- To inform parents and carers of their child’s progress
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To inform the Governing Body of the schools standards and achievements
- To have a consistent approach that measures school progress against National Standards.
- To provide information to inform the school’s strategic planning

Effective Assessment

At Lavant CE Primary School we believe effective assessment:

- *offers all children an opportunity to show what they know, understand, and can do to improve*
- enables teachers to plan more effectively to meet the needs of all learners
- helps parents be involved in their children’s learning and understand the progress they are making
- provides the school with information to evaluate outcomes and set challenging targets

Monitoring and Evaluation

Subject leaders and SENCo work closely with the senior leadership team to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors at Teaching and Learning committee meetings for detailed analysis and also updated at FGB.

All teachers are responsible for monitoring their own class assessments and acting on findings. Pupil Progress meetings are held each term to discuss individual children’s progress and next steps in learning and, where appropriate, strategic intervention and enrichment are explored.

Key Features of Assessment at Lavant CE Primary School.

Assessment For Learning (AFL)

AFL focuses on how children learn and is central to classroom practice and planning. On a daily basis, learning outcomes are shared with pupils (WALT) and teachers discuss with pupils how learning outcomes can be achieved. These can be shown through success criteria in books as appropriate. Continuous AFL is integral to teaching and learning. Peer and self-assessment, and triangulation are common practice throughout the school.

Teachers are responsible for the assessment of pupil's learning and for collecting a strong range of evidence for all children that demonstrates that knowledge and skills have been embedded in rich, open ended tasks and real-life situations.

Evidence of learning and current attainment is monitored termly to ensure that children are on track to meet age related expectations, to identify gaps and trends in learning, and to ensure the breadth of the primary curriculum is being covered.

Ongoing assessment of children's learning takes different forms, including but not limited to;

- Marking of work and feedback – written and verbal
- Feedback requiring children to think and respond
- Planning of rich, probing questions to elicit and extend children's knowledge and understanding
- Children assessing and evaluating their own work and the work of their peers
- Capturing and recording learning in a variety of forms; observations of the children, photographs, use of post-it notes, children commenting on own learning
- Teacher and TA observations of learning
- Conferencing with the children to check understanding and retention
- Review of progress and achievement against individual targets set for reading, writing and maths
- Progress on learning platforms (e.g. TT Rockstars, Doodle Learning)
- End of unit assessments / quizzes
- Formal summative assessments (Including FFT reading, National & NFER Tests)

Assessment in the Foundation Subjects

Whilst planning each Learning Journey, teachers identify key knowledge and skills to be gained by pupils in the foundation subjects being covered. At the end of each Learning Journey, teachers assess whether pupils are working at the expected standard, working towards, or exceeding. Subject leaders review foundation subject assessments each term to assist their monitoring of attainment and gaps in individual foundation subjects.

Reported Formal Assessment:

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Year 1 phonics check
- Year 4 times tables check
- Key Stage 2 National Curriculum tests
- End of year reports

Moderation

Teacher judgments in writing are moderated at least twice yearly, both in-school and with our locality partners, to ensure the highest level of accuracy of assessment across all year groups.

Assessment tracking Systems

At Lavant CE Primary School we track pupils' progress against key performance indicators of the National curriculum, national exemplification, national expectations and tests. Teachers make on-going formative judgements throughout the year and progress is tracked each term on Insight against end of age/phase expectations. These judgements are also visually

represented in cohort Venn Diagrams. Children's progress is discussed to inform next steps in learning and teaching, and all pupil groups are formally monitored and analysed each term during pupil progress meetings. Focus groups are:

- Gender
- Pupil premium
- Vulnerable pupils
- SEND pupils
- Higher attaining pupils (GD)
- EAL pupils

Target Setting

We expect all children to meet their age expectations and to make strong progress from their starting points. Children's attainment is tracked year on year and ambitious end of year targets are set at the beginning of every year. These are discussed with the governing body.

Foundation Stage Profile

Information about a child is acquired before they even start school through:

- Home visits
- Early Years transfer records and discussions with play groups.
- The EYFS baseline assessment is carried out in the first few weeks.
- The Teacher also begins to complete the EYFS Profile.

Continuous formative assessment takes place daily and adaptations made to provision. The team, make a summative judgement three times a year, based on information they gather from learning journals and small group and individual observations / assessments. This information is based on the same three categories as nursery - emerging, developing or secure within the appropriate 'Age and Stage' band for each individual child. Most Early Years age children are working within the 40-60 month stage. Teachers share their insights of children's learning at parent consultation meetings. Learning and progress is evidenced through comprehensive Learning Journals which contain pupils work and photos. Parents and carers are able to contribute through Seesaw. Children are encouraged to reflect on their achievements and next steps from the outset.

Phonics in EYFS and Key Stage 1

Children's progress is tracked termly against each phonic phase using the Anima phonic tracker. (This may continue into Key stage 2 if appropriate.)

Year One phonics check

All children in Year 1 will participate in the phonics check. This assessment will be administered by the class teacher. Results are included within the Year 1 end of year report. The check is repeated in Yt2 for those who did not meet the threshold in Yr1

KS2 NFER

Children in KS2 complete termly NFER tests in reading, and a full set of Maths, GPS and reading tests in the summer term.

Year 4 Multiplication Tables Check

All children in Y4 partake in this assessment for accuracy and speed in times tables facts.

National Curriculum Tests

Children in Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body.

Key Stage NCTs and EYFS Analysis

The relevant class teacher, Deputy Head and Head analyse EYFS and Key Stage results using:

- INSIGHT
- ASP (Analyse School Performance)
- FFT (Fischer Family Trust)

Inclusion/SEN

Lavant CE Primary School is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of **all** pupils in their class. Quality First Teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCo, parents and external agencies (where appropriate) to discuss and plan adaptive provision. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Individual Learning Plans, and One Page Profiles where appropriate, which are reviewed with the child and parents termly. Mrs Jane Everard, our SENDCo, is available to provide advice to staff and families. We also maintain a list of focus children (on our Graduated Response document) who we monitor closely, including any issues or concerns alerted by staff or parents. We have the same high expectations of all children and do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

- Marking and Feedback Policy
- Teaching for Learning Policy
- SEND policy

This policy will be reviewed spring term 2028

Key:

<i>AFL</i>	<i>Assessment for Learning</i>
<i>ASP</i>	<i>Analyse School Performance</i>
<i>E-pod</i>	<i>Electronic Provision of Data</i>
<i>EYFS</i>	<i>Early Years Foundation Stage</i>
<i>FFT</i>	<i>Fischer Family Trust</i>
<i>FGB</i>	<i>Full Governing Body</i>
<i>GPS</i>	<i>Grammar, Punctuation and Spelling</i>
<i>SEND</i>	<i>Special Educational Needs and Disabilities</i>



Lavant CE Primary School Assessment Schedule



	Autumn	Spring	Summer
EYFS	<i>Insight:</i> Phonics Assessment EYFS Baseline	<i>Insight:</i> Phonics Assessment	<i>Insight:</i> EYFS Profile Phonics Assessment
KS1	Insight KPI Tracker: RWM & Sc. Foundation Assessments: LJ and SAL progressions (to be replaced by Insight assessment)		
	<i>Insight:</i> RWM End of Year Target RWM TA - Attainment RWM TA – Effort Phonics Assessment <i>FFT:</i> Reading Fluency	<i>Insight:</i> RWM TA - Attainment RWM TA – Effort Phonics Assessment <i>FFT:</i> Reading Fluency	<i>Insight:</i> Foundation Subject TA Attainment Foundation Subject TA Effort Y1 Phonics Score Y2 Non-statutory Assessments Scaled Scores <i>FFT:</i> Reading Fluency
KS2	Insight KPI Tracker: RWM & Sc. Foundation Assessments: LJ and SAL progressions (to be replaced by Insight assessment)		
	<i>Insight:</i> RWM End of Year Target RWM TA - Attainment RWM TA – Effort NFER Reading Scaled Score <i>FFT:</i> Reading Fluency	<i>Insight:</i> RWM TA - Attainment RWM TA – Effort NFER Reading Scaled Score <i>FFT:</i> Reading Fluency	<i>Insight:</i> RWM TA - Attainment RWM TA - Effort Foundation Subject TA Attainment Foundation Subject TA Effort Times Table Check (Y4) NFER R, M, GPS Scaled Scores (3,4,5) Y6 Statutory Assessments Scaled Scores <i>FFT:</i> Reading Fluency