



Leamington Federation **Sydenham and Lighthorne Heath Primary Schools** **Assessment Policy**



Definition:

In this policy, the term 'assessment' is based on the Black and William definition:

....the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. (Black and William, 1998)

Aims:

There are two main purposes of assessment:

- **Assessment of learning** (also known as summative assessment.)
- AoL is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement)
- **Assessment for learning** (also known as formative assessment.)
- Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. AfL is any assessment activity which informs the next steps to learning. The key message is that AfL depends crucially on actually using the
- information gained.

Key characteristics of AfL (formative assessment):

There are seven key characteristics which are evident where AfL is effective in promoting learning and in raising standards of attainment:

1. AfL is embedded in a view of learning and teaching of which it is an essential part.
2. AfL involves sharing learning objectives and success criteria. It can also involve co-constructing success criteria with the pupils where appropriate
3. AfL aims to help learners to know and to recognise the standards for which they are aiming.
4. AfL involves learners in peer and self-assessment.
5. AfL provides feedback which leads to learners recognising their next steps and how to take them.

6. AfL is underpinned by the confidence that every learner can improve and it explicitly promotes the characteristics of how to be a good learner.
7. AfL involves both learner and teacher reviewing and reflecting on assessment data.

Processes:

- We aim to improve learning through assessment by:
 - Providing effective written and verbal feedback to children.
 - Actively involving children in their own learning e.g use of chilli peppers.
 - Adjusting teaching to take account of the results of assessment.
 - Recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning.
 - Considering the need for children to be able to assess themselves and to understand how to improve.
- Pupils' learning is assessed by the class teacher at the end of each term using our internal tracking system. In key stages 1 and 2, pupils are attributed a statement describing whether their understanding is Working Towards, at Age Related Expectations or at Greater Depth. Both attainment and progress are monitored through Pupil Progress Review Meetings, lesson observations, drop-ins, work and planning scrutinies, internal moderation, consortium moderation, pupil interviews, Learning Detective observations.
- The Executive Head teacher and Associate Head teachers will set targets annually using FFT for the future development of each pupil in Reading, Writing, GPS, Mathematics and Science. This information will be used to support the grouping of pupils for each of these areas, and also to inform the planning for each of these groups.
- Work will be marked according to the Feedback and Marking Policy and these judgements will, wherever possible, be shared with the pupil.
- The views of the child and the parents will be sought through meetings during the Autumn Term and Spring Term. Copies of these records will be available to parents on request.
- Pupils in Reception will be assessed by the statutory RBA (Reception Baseline Assessment). This is an activity-based assessment of pupils' starting points in:
 - language, communication and literacy
 - mathematics
- The Reception Baseline Assessment became statutory in schools in September 2021. It is an activity based assessment of pupils' starting points in language, communication and literacy, and mathematics. The RBA is a short, task-based assessment. It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term. The assessment will enable us to create school-level progress measures for primary schools which show the progress pupils make from reception until the end of key stage 2 (KS2). These measures will

be published by the DfE for all-through primaries in the summer of 2028 for the first time. This will be when those pupils who entered reception in the academic year 2021 to 2022 reach the end of KS2.

- In the Early Years, Learning Journals are used to collect evidence and track progress using developmental month bands.
- Pupils will take the statutory phonics screening check at the end of year 1, typically aged 6. Pupils who do not meet the expected standard take the check again at the end of year 2, typically aged 7. The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Results of the Phonics Screening Check will be shared with parents and carers in pupils' end of year reports.
- End of KS1 assessments (Year 2 SATs) became non-statutory from the 2023/24 academic year onwards. Optional assessments will still be carried out in our school, but these statistics will not be published by the government from 2023/24.
- Performance data (baseline assessment, tests, end of key stage statutory assessments, and other records and assessments) will be analysed by the teachers, senior leaders and governors in order to set targets in English, Mathematics and Science and to see which aspects of subjects need improvement.
- Individual pupil performance as well as that of groups of pupils (eg. Pupil Premium, girls, boys, ethnic minorities children, children with special Educational Needs, gifted and talented children and those on FSM) will be monitored and measures put in to place to speedily close any attainment/achievement gaps.
- The school will use data in the annual Inspection Data Summary Report Report (IDSR) and Analyse School Performance (ASP) to compare the school's performance against that of other schools nationally. The school's present performance will also be reviewed against past performance.

Special Educational Needs:

The SENDCo will liaise with the class teacher in order to inform Individual Education Plans and Education Health and Care Plans. Class teachers will review relevant pupils' progress with the SENDCo at termly or half-termly intervals, depending on the needs of the child. Special Educational Needs assessments are undertaken by various agencies as the need arises. The SEND register and provision map will be updated termly by the SENDCo. The SENDCo will update the school's SEND register, and inform parents / carers if their child is added to the register by letter at the beginning of the academic year, and of any subsequent changes. Further information about Special Educational Needs can be found on the school's website in the SEND Information Report and Local Offer.

EAL (English as an Additional Language):

- Warwickshire EMTAS (Ethnic Minority and Traveller Achievement Service) will assess all pupils who are international new arrivals at school.

- The EAL Lead and class teachers will complete NASSEA assessments for all EAL pupils, updating them on a termly or half-termly basis according to the needs of each pupil.
- Where necessary, EAL pupils will have an ILP (Individual Language Plan) setting out SMART (Specific Measurable Achievable Realistic Time-bound) targets. These targets will be shared with the pupil and their parent/carer and updated on a half-termly basis.

Equal Opportunities:

At Sydenham and Lighthorne Heath Primary Schools we undertake to provide equality of access to all aspects of the curriculum to all members of the school community. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability in accordance with the school's Equal Opportunities and Inclusion policies.

Race Equality Statement

At Sydenham and Lighthorne Heath Primary Schools we offer a curriculum that reflects the cultural diversity of the school. We teach children to be aware of the diversity of cultures within our school, and to see them as a positive factor that enriches the experiences of the whole school community. We recognise that different languages are spoken and understood by staff and children in our school.



UN convention on the Rights of the Child

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham and Lighthorne Heath Primary Schools, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realize their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

Review

This statement is part of a working document and therefore is open to change and restructuring as and when the need arises.

This policy was ratified: September 2025

This policy will be reviewed: September 2026

Signed by the Head teacher:

Juliette Westwood

Chair of Governors: Richard Butler