

ASSESSMENT POLICY

Our assessment policy is based on research about effective assessment principles, including the Commission on Assessment without Levels September 2015. The most important components of effective assessment are:

purpose
validity
reliability
value

The school's belief is that assessment permeates all aspects of quality first curriculum implementation and pupils' progress is an alteration to long term memory and not test results.

We will only have impact on pupils' learning if we have practical approaches and systems that continuously focus on securing and deepening all groups of pupils' learning.

PURPOSE

VALIDITY

RELIABILITY

VALUE

The purpose of assessment at our school is to identify gaps in pupils' knowledge and skills before they begin a new unit of work. This is done through diagnostic assessments to recognise specific gaps in knowledge and not standardised test paper scores.

Formative assessment is at the heart of our assessment and is the golden thread across the curriculum that ensures all children receive a high-quality education. It provides continuous feedback between pupil and teacher and quickly identifies if a child is not keeping up with their curricular goals. This enables teachers to quickly provide additional support and practice, particularly for the lowest 20% and SEND pupils. Formative assessment information is used by the teacher to make sure the planned curriculum is in the right order and sequenced effectively in small steps that build knowledge systematically.

Pupils' progress is an alteration to long term memory and our assessment ensures pupils know the intended content they have been taught. This is achieved in a number of ways:

- Over-learning activities are provided at the beginning of a unit of work. They help pupils remember essential knowledge from the previous year and help staff address any gaps in knowledge.
- Pre-learning activities are provided at the beginning of a unit of work. They help pupils identify what they already know and help staff identify which areas pupils' require further support or challenge.
- Spaced recalls and quizzes across the year (2 weeks, 6 weeks and 12 weeks), discussions with pupils during lessons and work scrutiny that shows pupils improved fluency and ability to "draw on" previous learning. Talk for learning and talk about 'how we learn and remember previous learning' is an integral part of our schools' assessment culture.

Monitoring by leaders assures the reliability of assessment throughout the school making sure pupils know and remember their specific taught curriculum and develop greater fluency as they move through the school.

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In Science and the foundation subjects, teachers pass on details at the end of the academic year to the next teacher of any pupils with key gaps in retained knowledge from the year's planned curriculum.

Feedback is also provided in books and is age appropriate and manageable for teachers in line with the schools' marking policy. Pupils talk with pride about their learning in their workbooks.

We validate the standards of attainment in maths and English each term, for each group, from a range of national assessments and standardised tests. During the summer term a full national test or standardised test is completed to assure whether pupils are working at expected standard or above.

In addition to LA moderation, we further ensure and assure the reliability and validity of our assessment by moderation within the school and across YCAT schools for different age groups.

At the end of each year the school reviews the effectiveness of assessment, considering the following key questions:

- What is working well in assessment? and
- What could be improved?

There is also a specific review of assessment of SEND pupils to identify ways to further improve the assessment of small steps within a lesson and across a unit of work.

Approved by the Governing Body Autumn 2021

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Policy to be reviewed Autumn 2022