



**King's Meadow  
Academy**

**Assessment Policy**

**2023-24**

Our assessment policy is based on a research review of the most effective assessment approaches and identifies the best ways to use assessment for the implementation of a high-quality curriculum that ensures pupils know more, remember more and develop fluency.

Key principles that inform our assessment policy are taken from the work that staff are undertaking working in partnership with Evidence Based Education (EBE) and are centred around 4 key aspects:

**purpose**  
**validity**  
**reliability**  
**value**

There is a common misconception that we can design assessments that are entirely valid or reliable when, in fact, validity and reliability are both dependent on the inferences drawn from any assessment (EBE, 2018). We are able to increase the precision and consistency of the measurements generated (**reliability**) through effective assessment design. However, to maximise reliability, we must also seek to subsequently interpret these outcomes as accurately and consistently as possible. In turn, this will increase the value and relevance of the information gathered, towards its initial function (**validity**).

This function (or **purpose**) is key when designing assessments to ensure that they elicit high-quality information most appropriate for the agreed end use (EBE, 2018). They also need to have **value** in terms of them being designed to draw out useful inferences of children's knowledge and understanding of any given task.

At King's Meadow Academy, our belief is that assessment permeates all aspects of a quality first curriculum and pupils' progress is an alteration to long term memory and is more than test results and progress scores. We will only have an impact on pupils' learning if we have practical approaches and systems that continuously focus on securing and deepening all groups of pupils' learning.

## How assessment operates in our school

- Formative assessment through continuous feedback is at the heart of our assessment and is the golden thread across the school's curriculum that ensures all children receive a high-quality education. This is continuous feedback between pupil and teacher that quickly identifies if a child is not keeping up with their curricular goals and end points. This enables teachers to quickly provide either adaptations, additional support or extra practice to individuals, groups or cohorts of pupils. Formative assessment (AFL) feedback is used by the teacher to make sure the planned curriculum is in the right order and focuses on small steps that builds knowledge systematically and cumulatively through the school.
- Our first step is always identifying gaps in pupils' knowledge and skills before they begin new units of work. This is through knowledge check assessments to recognise specific gaps in knowledge. This is through low stakes quizzes and conversations and is not through standardised tests.
- Our assessments also include teachers and subject leaders holding discussions with groups of pupils to check if pupils are explicit about their learning and are remembering their intended curriculum end points. This happens throughout the year for all subjects and is led by the subject leader.
- Assessments also include work book scrutiny by teachers and subject leaders that checks pupils improve their fluency and ability to "draw on" previous learning and connect knowledge across the curriculum. This follows the discussions with pupils and takes place throughout the year.
- Monitoring by leaders and subject leaders assures the reliability of assessment throughout the school and ensures pupils know and remember their specific taught curriculum and develop greater fluency as they move through the school. This includes workbook scrutiny; lesson drop ins and pupil discussion groups. Curriculum leaders meet with and review the subject leader monitoring reports termly.
- We further validate the standards of attainment in maths and English at the end of each term for each age group from a range of national assessments, standardised tests, summative assessments and quizzes. NFER tests are used to inform the teacher's judgment of reading and maths in Y1-5 whilst Year 6 use past SATs papers.
- In addition to LA moderation of writing we further ensure and assure the reliability and validity of our assessment of writing by using a

standardised format for writing assessment across school and moderating internally.

- At the end of each half term, we review the effectiveness of assessment considering what is working well and what could be improved. There is a specific review of assessment for SEND pupils to identify ways to further improve the assessment of small steps within a lesson and across a unit of work. This could involve using Wakefield Progress Steps as a guide, a small step-by-step guide that measure minute progress in a sequential way.