



King's Meadow Academy

Assessment Policy

2024 - 25

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

Figure 2: The five key strategies of formative assessment (William, 2018)

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	

Assessment for learning (AFL)

Day-to-day assessment of children’s learning through discussions, observations and feedback to pupils about their learning is known as formative assessment, or ‘assessment for learning’. Assessment for learning forms an integral part of daily teaching practice and is used to ensure that pupils make good progress.

At KMA, we know that a child is making good progress when they:

- ✓ Know more and remember more
- ✓ Explain and justify their ideas, using key vocabulary with confidence and understanding
- ✓ Demonstrate good levels of independence
- ✓ Concentrate and persevere with learning tasks
- ✓ Take risks and learn from their mistakes
- ✓ Contribute to group discussion, speaking articulately in full sentences
- ✓ Make links with other learning, applying what they have learned to new and unfamiliar contexts

Teachers use the following AfL practices

- Prioritising the key knowledge, skills and concepts pupils need to have mastered at each stage when planning and teaching
- Finding out what children already know and planning learning which builds upon this-activating prior knowledge
- Pitching questions / explanations/ interactions and work at an appropriate level according to the needs of individual children
- Learning intentions and success criteria are shared, clarified and understood
- Explicit modelling of tasks and activities to support children working independently
- Observing what children do and say throughout the lesson to check for pupils' understanding (Walkthrus - Checking for understanding techniques)
- Retrieval practice at the start of each lesson across the curriculum to support pupils to know more, remember more and be able to do more (Flashbacks)
- Verbal feedback and live marking to support pupils to address misconceptions in real time (using purple pen)
- Opportunity for pupils to edit, improve and correct their work in response to feedback
- Subject-specific formative assessment such as spelling quizzes, Times Table Rockstars.
- Providing opportunities for pupils to be owners of their own learning and learning resources for each other through collaborative working, peer assessment, self-assessment etc.

Leaders ensure and check pupil progress by

- Identifying the key knowledge, skills and concepts pupils need to have mastered at each stage
- Ensuring that assessment for learning is at the heart of staff development
- Developing teachers' subject knowledge across the curriculum over time
- Facilitating a coaching model so that colleagues can support one another with their assessment for learning practice
- Taking a research-led approach to pedagogy which is centred around how pupils learn
- Ensuring that lesson planning is carefully sequenced to facilitate progression in knowledge and skills
- Listening to pupils talking about their learning across the curriculum
- Looking at pupils' work
- Visiting lessons
- Discussing pupil progress and attainment with teachers at pupil progress meetings which are conducted termly
- Supporting teachers with moderation of work in line with age-related expectations
- Analysing summative progress and attainment data at the end of each term

Summative assessment

End of term data

For all year groups, at the beginning of the Autumn Term 1, teachers are responsible for inputting targets for their class.

At the end of each term (3 times per year) teachers are responsible for inputting the child's current attainment against ARE (Age Related Expectations) in Reading, Writing and Maths in their class. At KMA teachers input the attainment of each pupil onto PowerBi assessment sheets, inputting whether children are Pre-Key Stage (PKS), Working Towards the standards (WTS), working at the Expected Standards (EXS) or working at Greater Depth (GD).

The assessment leader and WAT assessment lead is responsible for ensuring that this data is inputted correctly.

- The Assessment Lead is responsible for analysing the whole school, cohort and group data following each data deadline. This analysis is used to identify strengths and areas for development for the next term.
- Regular pupil progress meetings (3 per year) are held to ensure that all children are set aspirational long term targets, that pupils remain on track to achieve expected progress (in year and over time) and that reasons behind any child's lack of progress are identified and intervention is planned.
 - Class teachers are responsible for using all of the assessment information they have (both formative and summative) and their knowledge of each child to prepare for Pupil Progress Meetings.

Assessment of the Wider Curriculum Subjects (Assessment grids)

At the end of each unit, class teachers are responsible for inputting their class attainment onto 'Assessment grids'. On these grids, teachers indicate children who have not met the expected standards in the particular unit covered over the half term.

Early Years Foundation Stage

Assessment in the Early Years plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and provide appropriate support. Assessment of our Foundation Stage children celebrates what the children have learned and experienced and what they need to learn next. This helps practitioners in the following ways:

- To know children's level of achievement and interests
- To shape teaching and learning experiences for each child, based on that knowledge
- To keep parents and/or carers up-to-date with their child's progress and development
- To address any learning and development needs or concerns in partnership with parents and/or carers, and any relevant professionals
- To identify children's starting points (Baseline Assessment) and ensure that children make progress
- in their learning through effective planning, observation and assessment

End of FS2 summative assessments that are reported in the Early Years Foundation Stage Profile, are as a result of ongoing formative assessments and observations that we make in our everyday practice. Knowing the children well is vital. These ongoing assessments also identify any barriers to a child's learning and include specific support the child may need to access the curriculum. Parents and carers play a vital role in forming judgements and pupil voice is also highly encouraged.

Key Stage Two (NFER)

From Y3 upwards, termly NFER testing is used in Reading and Maths to provide pupils with the opportunity to regularly experience the style of testing used at the end of the Key Stage. It also gives key indications of whether the pupil is on track to reach age-related expectations at the end of the year and, if they are not, what the gaps in learning are from their year group curriculum.

- Class teachers are responsible for administration and marking of the termly tests. The outcomes from these tests are to be used to support teachers' end of term judgements. However, this is only one element of the picture provided of a child's current attainment.
- Teachers also make extensive use of gap analysis to target groups or individuals and adapt planning for the following term.

Pupils with SEND

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.

Nationally Standardised Assessment

Nationally standardised assessment provides information about how pupils are performing in comparison to pupils nationally, and the progress pupils have made from the previous national assessment point.

Year 1 - Phonics Screening Check

All children in Year 1 participate in a phonics screening check. This assessment is administered by the Year 1 class teachers. The purpose of the phonics screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. Children who do not pass the test are tested again in Year 2.

Year 4 - Multiplication Times Table Check (MTC)

All Year 4 children complete the online MTC test within a 3-week window in June. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.

End of KS1 and end of KS2 SATs

Children in Year 2 and Year 6 are assessed during May and June. In writing, staff in Y2 and Y6 use the Standards and Testing Agency frameworks for teacher assessment to make summative end of key stage writing judgments. In Y2, pupils take Reading and Maths SATs papers, which are used as one element of the summative end of key stage reading and maths judgments. Y6 pupils sit SATs papers in Reading, Maths and Grammar, Punctuation & Spelling. The results of these end of Key Stage assessments are reported nationally and to parents.

(The year 2 SATs are now not statutory; however, we still complete these papers to support teacher judgements at the end of the year).