



Assessment Policy

At Kew Woods, we take pride in the teachings of our unique school values of 'connect kindness and believe' these underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

Rationale

At Kew Woods, we put the learner at the heart of the assessment process in order to build a well-rounded profile of their achievements, highlighting their strengths and areas for improvement. We believe that assessment is an essential part of teaching and learning and it is a fundamental tool to inform future learning, support curriculum planning and development, as well as tailoring specific interventions to support all learners. This policy should be read in conjunction with the school's Marking and Feedback policy, SEND and other NC subject policies.

Purpose

- To track the child's progress and achievement throughout the school
- To provide information to identify National Curriculum attainment
- To enable progress to be assessed over the year by use of confidence intervals
- To assess attainment and progress against national standardised scores
- To provide robust starting points against which to measure progress
- To develop awareness of non-cognitive skills - dispositions for learning and character development
- To improve the continuity and progression of the child's learning
- To promote the greater involvement of children and parents in the learning process
- To assist in the diagnosis and identification of special needs
- To plot progress of all children - notably Pupil Premium and SEND
- To provide information to inform teacher planning
- To enable teachers to identify and plan for appropriate intervention
- To enable interrogation of assessment information to identify areas for individual development
- To ensure continuity and coherence throughout the school and to assist in the smooth transition to other schools
- To evaluate progress and set appropriate targets
- To provide relevant information to various outside agencies when appropriate

To meet statutory requirements for reporting to parents

To meet the requirements for managing teacher workload

Assessment Procedures

Our assessment processes enable us to provide an informed analysis about our children's attainment. It ensures that we can rigorously monitor every child's progress to ensure that no child falls behind. We also firmly believe that all forms of assessment should be used to improve teaching and learning.

Formative Assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching expected progress and those exceeding or falling behind. This information is used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments.

Marking and feedback is the teacher's day to day / week to week means of assessing pupil progress and of planning work to meet pupils' needs. Live marking and feedback enables teachers to maximise impact at the point of learning.

National curriculum expectations within bespoke 'Subject overview documents' provide clearly broken-down statements of yearly expectations. These progression documents for each year group stipulate a benchmark standard for children on-entry to that year group. Children not accessing their year group material can therefore be assessed according to their actual ability by tracking back through the document to previous year group expectations.

Summative Assessment

We believe that summative tests need to be as robust as possible so that they can provide the most accurate information of how our children are doing in line with national averages.

NFER Assessments:

For Mathematics, Reading and GPS, we use the NFER standardised tests. We are confident of their robustness as they are drawn from a large sample size and developed by teaching and assessment experts.

Termly NFER assessments are completed in KS1* (Maths and Reading) and KS2 (Maths, Reading and Grammar, Punctuation & Spelling).

*Spring and Summer Term for Year 1 pupils.

NFER Standardised (and Age Standardised) Scores will be used in establishing accurate starting points and in measuring progress and attainment alongside teacher assessments. NFER scores inform pupil attainment judgements stored in Arbor, using the information below:

Sphere descriptions	pupil with SEND, working significantly below age-related expectations	working towards age-related expectations	working close to age-related expectations;	working just at age-related expectations; needs continued support and challenge to sustain	working securely at age-related expectations with little danger of 'slipping back'	working at greater depth standard; needs continued support and challenge to sustain	working securely at greater depth standard with little danger of 'slipping back'
approximate standardised score thresholds: NFER tests only	nominal score of 70	<100		100 - 114		115+	
DfE KS1,2 codes	PKS / BLW	WTS		EXS		GDS	
DfE thresholds	<80	80 - 100		100 - 109		110+	

BSquared:

This software is used by class teachers to enable individual monitoring of SEND pupils in their class. This allows class teachers to record the small steps that the pupils make and these steps can be used to build a bigger picture of the pupils' learning and achievements. This is monitored by the school SENDCo in conjunction with the school's Assessment Manager.

A formative judgement should not be solely reliant on a test. It is instead developed through an analysis of children's independent work. We compare this against focused assessment tasks, including testing, in order to ensure that we gather a complete picture of children's learning. Focused assessments tasks will include but may not be limited to those above.

From a SEND perspective, Autism progress is also tracked using BSquared for identified pupils within the school. **Please also see the school's SEND policy.**

National Curriculum Testing:

We also adhere to the DfE and STA National Curriculum Assessment calendar for statutory testing across identified year groups.

Monitoring Procedures

Following the NFER assessment procedures referenced above, class teachers obtain attainment and progress data for the children in their class by using the NFER assessment tool. This provides a visual overview of attainment for the class and explicitly shows pupil groups such as Pupil Premium and SEND. These overviews can then be used for comparison to enable teachers to summarise attainment and progress year on-year as well as across a school year.

Pupil progress meetings also formally take place on a termly basis between the school SLT and individual class teachers. Subsequent informal meetings then occur at least half termly or more frequently where deemed necessary. Teachers are required to prepare relevant assessment information ahead of the formal meetings for subsequent discussion. Such meetings ensure the rigorous monitoring of the progress of individual children and the checking of targets.

SLT use pupil progress meetings with class teachers to individually monitor key pupil groups across core subjects.

Moderation:

Standards are internally moderated in all core subject areas by the LMT (Leadership Management Team) and by Subject Leaders for Foundation subjects. This involves monitoring and evaluation procedures according to the school's monitoring and evaluation schedule. Feedback is provided for individual teachers and across the whole school. Discussions also take place as part of pupil progress reviews and performance management reviews.

External moderation with local cluster schools occurs at least annually. This involves members of the LMT from cluster schools working together to review best practice in core and key subject areas. Detailed whole school feedback is shared with staff and governors.

Involvement of parents and pupils

In line with the National Curriculum, end of year reports for children in Key Stage 1 and Key Stage 2 will inform parents of their attainment against National Curriculum age related expectations. This applies to all curriculum subjects. For example, at the end of the academic year, a pupil will be awarded either:

- WT (working towards the expected standard of their year group)
- EX (working at the expected standard of their year group)

- GD (working at the greater depth within the expected standard of their year group)

If parents have any questions or concerns regarding this policy and its application, please, at the first instance, discuss with the relevant class teacher.

Conclusion

Assessment is not separate from, but an integral part of the school's curriculum plan and strategies for learning.

Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities which represent the wider aims of education.

Kew Woods will use assessment information to respond to and act upon the information which emerges in terms of whole school management issues and classroom practice. It will also inform curriculum planning; assist in the production of action plans to achieve agreed improvements and ensure that the school development plan reflects findings and uses the information to inform the target setting process.

We also take cognisance of DfE Guidance on Managing Teacher Workload which calls on all parties in the education system to reduce the unnecessary burdens of data management by ensuring that every data collection has a clear purpose, and that the process is as efficient as possible.

Lines of responsibility are clearly established in the school's leadership and management arrangements.

This policy will be reviewed annually or sooner in the light of changes to statutory guidance.

Revised and adopted: Autumn 2023