

POLICY TITLE	Assessment and Reporting Policy
Policy Area	General
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Aims and Objectives

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated
- Ensure that teachers and others have access to up-to-date information about the progress of individual pupils are making,
- Assist teachers in their task of helping pupils to progress, with the purpose of raising the overall standards of pupil achievement in school.

It is important that teachers have a consistent and shared understanding of standards and that the assessments set for their pupils achievements arise naturally from and feed effectively into planning, teaching and learning.

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

The recommendations in the final report of the Commission on Assessment without Levels Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

Principles of Assessment at The London Acorn School:

At The London Acorn School we believe in developing creative thinkers and curious learners. Assessment is very much part of the cycle of learning at our school and not the 'end' of a journey.

In the Kindergarten years the teachers are guided by the 'Statutory Early Years Foundation Stage' (EYFS) criteria for assessment from Birth to 5 years. It sets out both learning and developmental requirements, as well as safeguarding and welfare requirements. This information is shared with our parents at Parents Evenings and in annual reports.

In our Junior School, formative assessment is embedded into our daily teaching practice. Formative assessment takes place across our broad curriculum. We also have summative

assessments in the form of PUMA and PIRA Maths and Literacy termly assessments, spelling tests and writing assignments.

All of our teachers are skilled at working with children individually to plan their next steps in learning. Emphasis is given to providing written and verbal feedback regularly to the children and this is a part of the daily classroom experience. Small class sizes and a nurturing atmosphere ensure that assessment in this context really helps children to progress academically.

The curriculum breadth ensures that children experience time and space within a school day to discover a talent, explore, and learn through nurture not pressure.

Further principles of assessment include:

- to provide information to support progression in learning through planning
- to provide information for supporting for individuals, groups and cohorts
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school

Methods of Assessment

Formative Assessment

Formative assessment is a useful tool for teachers to make decisions about how best to develop a student's understanding. It is used within lessons and may or may not have written evidence as a result of it.

Formative assessment is done in a variety of ways at The London Acorn School. These include, but are not exclusively:

- Questioning (hands-up and cold-calling)
- Whole class discussion
- Desk partner/Table discussion
- Self-assessment
- Peer assessment
- Quizzes
- Mini-whiteboard work
- Written or Verbal Feedback (acted on by the student)

Summative Assessment

Summative assessment is generally done at the end of a term to assess the sum of a student's knowledge and understanding. Unlike formative assessment, summative assessment can be

compared nationally or locally. These often take the form of tests and can be done under controlled conditions. Within The London Acorn School, the level and frequency of summative assessment differs between subjects but there are set assessments carried out throughout the school year outlined below which include Year 1 Phonics screening check, Schonell Spelling tests, Single Word Spelling Tests (SWRT), independent writing assessments, and PUMA (Maths) and PIRA (Reading) tests from Rising Stars.

Assessment Schedule

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Willow Class (Year 2)	Phonics Year 1 Screening SWRT		Spelling Writing PIRA PUMA		Phonics Year 1 Screening (catch-up) SWRT		Writing PIRA PUMA			Spelling Writing PIRA PUMA SWRT
Birch Class (year 3)			Spelling Writing PIRA PUMA SWRT				Writing PIRA PUMA SWRT			Spelling Writing PIRA PUMA SWRT
Hazel Class (Year 4)			Spelling Writing PIRA PUMA SWRT				Writing PIRA PUMA SWRT			Spelling Writing PIRA PUMA SWRT
Chestnut Class (Year 5)			Spelling Writing PIRA PUMA SWRT				Writing PIRA PUMA SWRT			Spelling Writing PIRA PUMA SWRT
Oak Class (Year 6)			Spelling Writing PIRA PUMA SWRT				Writing PIRA PUMA SWRT			Spelling Writing PIRA PUMA SWRT

N.B. - Independent writing will take place throughout the year but may be subject to change as developments are made to the way in which independent writing is assessed and recorded.

Methods of Recording

Results of standardised tests are stored on a spreadsheet with conditional formatting to monitor progress. This spreadsheet is used to record the results of Phonics Screening, Schonell Spelling, SWRT, Writing, PUMA and PIRA tests.

Moderation

Moderation is a useful tool to help ensure that standards of assessment are at the correct level. It often involves teachers sharing a piece of work (or pieces of work) with others and assessing the work together, or separately, before comparing judgements. This is done throughout The London Acorn School and is dependent on the subject area.

One of our Proprietors, Sarah Thorne, will look through books periodically to ensure that standards are acceptable and progression is being achieved.

Reporting

In The London Acorn School we will:

- provide opportunities for regular parent consultation evenings so that parents can discuss how well their child has settled and be involved in supporting them academically;
- provide opportunities for parents to request meetings regarding pupil progress, by appointment, at all times throughout the year.
- written reports will be sent home at the end of the Summer Term.

Other policies and documents

This policy will be put into place alongside the following documents:

- Curriculum Policy
- SEND Policy