



ESTABLISHED 1906

Lord's Independent School

Assessment Policy

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Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Our assessment system is guided by the NAHT underpinning principles for assessment:

- Assessment is at the heart of teaching and learning.
- Assessment is fair.
- Assessment is honest.
- Assessment is ambitious.
- Assessment is appropriate.
- Assessment is consistent.
- Assessment outcomes provide meaningful and understandable information for pupils, parents and teachers, school leaders and governors, government and agents of government.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Types of Assessment:

Formative:

This is the on-going assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are recorded on Classroom Monitor, our online assessment and tracking tool. Marking of pupils' work is also an important part of formative assessment, helping children to note errors and know the 'next steps' in their learning or targets. Please see our Marking Policy for more information.

Summative:

Summative assessments occur at defined periods of the academic year such as assessment weeks and statutory assessments. Summative assessments help teachers in making end of key stage assessments and are also of use in determining the overall progress and achievement of pupils.

Diagnostic:

All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data, e.g. Single Word Reading Test, Single Word Spelling Test, Phonics Phase Assessment, miscue analysis, etc. Further information can be obtained from the school's SENCO.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes, e.g. significant outcomes
- Pupils' books and target sheets
- Classroom Monitor records and reports
- Reports to parents

Reporting

Reports promote and provide:

- Good home / school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

At the beginning of the year we feel it is vital to report a child's 'Attitude to Learning'; this is a good indication of future success and can also be an alert to parents to prompt further discussion with the class teacher about their child's approach to their learning. An updated 'Attitude to Learning' report is also sent out at the start of the summer term.

Parents are invited to attend formal meetings to discuss progress and targets with the class teacher during the Autumn and Spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times.

An interim report is sent out at the start of the Spring Term highlighting a child's successes and targets in reading, writing and mathematics.

A final report for each child is sent to parents once a year, at the end of the Summer term. The final report outlines a child's effort and achievement in the core and foundation subjects of the National Curriculum. Information is also provided on a child's self-management, values and behaviour and thinking skills. The class teacher will provide a summary comment and ideas of how you can help your child at home.

For children at the end of Year One, additional information relating to the Phonics Screening Check will be provided. For children at the end of Key Stage 1, additional information relating to the KS1 National Curriculum tests will also be provided.

Target setting and reviewing progress

Target setting fits into the annual cycle of school review, planning and action.

The Role of the School Assessment Co-ordinator

The Headteacher has overall responsibility for assessment procedures in school. The Headteacher is assisted by the Assessment Co-ordinator.

The Headteacher and Assessment Co-ordinator will:

- lead school development in assessment, recording and reporting (ARR) procedures
- liaise with subject co-ordinators within the school
- liaise with other assessment co-ordinators within the locality
- attend and lead INSET where appropriate
- keep Governors informed

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy will be reviewed in line with the school cycle or before if legislation or DfE guidance changes.