



Since September 2015 Moorhead Academy has been following the new National Curriculum. The assessment policy has been adapted in response to these changes.

Rationale

Assessment lies at the heart of the process of promoting children’s learning. It provides a framework for setting educational objectives as well as monitoring and communicating children’s progress. We want our assessments of pupils to celebrate success, inform next steps and inform interested groups of our pupils’ progress.

Aims

- To recognise the next steps of learning through formative and summative assessments
- To gather information to inform teachers’ planning and teaching of the curriculum
- To allow pupils to show what they know and understand, and what they can do in their work; also to help them understand what they need to do next
- To identify learning difficulties early and provide support where necessary
- To gather information about the performance of individual children, groups and cohorts
- To track individual, group and cohort progress
- To provide information to inform the school’s strategic planning
- To inform the Governing Body of the school’s standards and achievements

Purposes and Principles of Assessment

‘The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: **in-school formative assessment**, which is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; **in-school summative assessment** which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and **nationally standardised summative assessment**, which is used by the Government to hold schools to account.’

(Final report of the Commission on Assessment without Levels September 2015)

Key Features of Assessment at Landau Forte Academy Moorhead

In-school formative assessment

This daily assessment we refer to as Assessment for Learning (AFL). AFL focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils. During lessons and after lessons, assessments are being made (oral feedback, written feedback, peer and self-assessment). These assessments are crucial for forward planning in order to meet the needs of all pupils.

At the end of each term Teacher Assessments are added to the school’s on-line tracking system, O-Track. The children’s progress is tracked throughout the year using the following code.

Term 1	Term 2	Term 3	Term 4	Term 5
Beginning	Beginning +	Developing	Developing +	Secure

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At the end of each term, the teacher assessment data is gathered on all children. Using Sheffield STAT (School Target and Assessment Tracker), all teachers periodically fill in the tracking system; against National Curriculum statement taught, children are awarded points between 0 and 3. If a child needs a lot of scaffolding and support, that child would be awarded 1 for that particular statement. If with some initial support a child can complete the task with increasing independence, then that child would be awarded 2. If a child can complete the task independently and is able to articulate his/her thinking, then that child would be awarded 3. A 0 is awarded if, despite the subject having been taught already, the child perceives it as being brand new learning. Based on this tracking system, teachers award an overall assessment, as described in the table above, to each child and record on our electronic tracking system, O-Track.

In-school summative assessment

In conjunction with Teacher Assessment, Moorhead Academy have introduced summative formal tests (PIRA, PUMA) which are used to assess whether the pupils have made progress based on their standardised score generated from the tests. The children undergo these tests in Term 2, 3 and 5. This enables the Academy to monitor attainment and progress across the school as well as allowing teachers to identify gaps in their pupils' understanding.

Both sets of data are used to monitor children's attainment, track progress and highlight anomalies between data.

Nationally standardised summative assessment

Yr 1: Phonics (June)

Yr 2: KS1 SATs: reading, mathematics, SPAG (May – June); writing (teacher assessed)

Yr 6: KS2 SATs: reading, mathematics, SPAG (May); writing (teacher assessed)

Data Administration

Teaching staff

- daily assessments
- input teacher assessment data on O-Track
- mark and compile data from PIRA and PUMA tests
- use compiled data to identify those children that need intervention

Learning Support Staff – conduct reading tests (SRT); this assessment is suitable to evidence progress in Phonic/Reading Intervention sessions; report to teaching staff re observations

Assessment Co-ordinator – compiles the 2 sets of data (TA and tests) and presents the data to teaching staff (whole cohort, specific groups, identifying underachieving pupils).

Senior Leadership Team (SLT)

SLT, in consultation with English and maths co-ordinators, use the data to feed into the School Action Plan.

Pupil Progress Meetings

Pupil Progress meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress meetings take place at the end of each term.

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Key Stage SATs analysis

The SLT, English and Mathematics co-ordinators analyse the Key Stage results using:

- Fischer Family Trust data
- Raise Online
- O-Track
- Derby City Schools' Analysis Pack

Results are analysed and any gaps are addressed; forward planning to address gaps are incorporated into the School Development Plan. The analysis is reported to:

- Staff
- Governors

Reports to Parents

Parents are invited to a Parents' Evening in Term 1, 3 and 5. At these meetings, staff share information about how well their child is achieving (academically and socially) as well as give the parents an opportunity to look at their child's work.

The End of Year Report is a formal account of how well their child has achieved in Speaking and Listening, Reading, Writing, Mathematics and Science. There is a summary of their child's achievements in the foundation subjects too.

There are also informal opportunities to talk to staff about their child, such as Open Afternoons and Activity Afternoons, where parents are invited to attend.

Parent Consultation: May 2016

Assessment Policy agreed by staff and governors: May 2016

To be reviewed: May 2017