



LANDAU
FORTE
ACADEMY
MOORHEAD

Policy Name	Assessment Policy
Policy Number	POL017
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Reviewed by	
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Assessment Policy

Aims

At Landau Forte Academy Moorhead (LFADM), we strive to provide a broad, balanced, rich and sequential curriculum, to enable pupils to become enthusiastic life-long learners.

Purpose

We believe the key purpose of assessment is to embed key knowledge and support the teaching of our curriculum so that all pupils make progress by knowing and remembering more. It is important staff know what has been remembered. This enables teachers to reflect on what pupils have learnt and adapt future provision accordingly.

Policy Detail – Formative Assessment

Formative assessment strategies (See Trust policy for more detail) are used in a variety of different ways. To ensure pupils gaps in knowledge are addressed, at LFADM we use the following strategies below regularly, which are underpinned by research informed strategies outlined in *“Walk Thrus - Five Step Guides to Instructional Coaching”* (Sherrington and Cavigloli 2020).

- Low Stakes Quizzes
- A range of strategies to check for understanding
- Questioning to ensure there is 100% participation in lessons
- Live marking
- Verbal feedback
- Do Nows from previously taught curriculum content.
- Observations of children's learning.

At LFADM, we aim to pinpoint specific gaps in children's learning as the curriculum is taught. We address the gaps by our teachers implementing the above formative assessment strategies consistently.

Policy Detail – Summative Assessment

Summative assessment strategies (See Trust policy for more detail) are used in all subjects in a variety of ways. These include:

- Standardised Assessments three times an academic year (termly).
- STA mock Reading, Mathematics and Grammar, Punctuation and Spelling tests for Y2 and Y6 SATS three times an academic year (termly).
- STA mock phonics assessments six times an academic year (half termly)
- End of unit assessment (written, oral or practical) across all foundation subjects.
- Use of FFT targets to benchmark pupil targets against other pupils nationally.

Please see appendices for a one page summary of the summative assessment cycle.

Assessment Procedures

- Report to parents/guardians four times a year. Three of these is where an appointment can be made with the class teacher and another is a written report at the end of the academic year. Teachers will update parent/guardians on current progress in every subject.
- Summative data entry is collected a maximum of three times a year.
- Please refer to separate marking and feedback policy.

Reporting and Tracking

- At LFADM, we will report a range of statutory assessments including: EYFS (Early Learning Goals), Y1 phonics screening test, Y2 SATs, Y4 multiplication check and Y6 SATs.
- EYFS – We will complete a baseline assessment in the first six weeks in the academic year and then complete the EYFS profile. Teachers will use a best fit approach and assess whether a child is at the expected stage of their learning or is emerging.
- Y1 and Y2 phonics – Pupils in Y1 will be administered a verbal phonics screening in the summer term. LFADM will report the pupils who are on track. Y2 pupils who are not on track will re sit the phonics screening check in the summer term of Y2.
- Y2 SATs – LFADM will report if children are on track in reading, writing, Mathematics, spelling and grammar punctuation. These are optional assessments from 2023-2014.
- Y4 Multiplication test. At LFADM we will report a score based a multiplication check completed online in the summer term of Y4.
- Y6 – LFADM will report on Reading, writing, mathematics, spelling, punctuation and grammar and science. Science is teacher assessed and reading, writing, mathematics and spelling, punctuation and grammar will be externally assessed exams.

Teachers in these year groups will hold relevant information evening for parents to attend to inform them of how to best prepare their child.

Target Setting

- Pupil's targets will be used appropriately in KS1 and KS2 with the use of FFT (Family Fisher Trust) to help compare our pupil's nationally to other pupils who achieve similar results in similar contexts. This will be in reading, writing, mathematics and spelling, punctuation and grammar. This will support staff in aspirational benchmarking and help inform parents of children's progress throughout the curriculum.

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Appendices

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One Page Policy – Summative Assessment

Three times per academic year: Autumn,
Spring and Summer.

Cycle

Resources:

- NTS resources
- FFT Tracking
- GAP analysis
- Arithmetic/x table assessments

Writing:

- Moderated internally and externally throughout the academic year.

Purpose:

- To ensure children are not falling behind ARE.
- To compare our children against others at ARE nationally.
- To mirror Y2 and Y6 expectations in all year groups.

Based on guidance:

- Ofsted framework recommendation.
- Workload advisory group (DFE guidance)





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