



Lüderitz Blue School

Assessment and Reporting Policy

1. SCHOOL STATEMENT

Lüderitz Blue School upholds and promotes high standards in teaching and learning through the effective implementation of various assessment methods. Assessments should be utilised to track each student's progress, and the results should inform future actions to support their development. This policy outlines the responsibilities and expected conduct of both staff and students concerning assessment practices. It is important to read and understand this policy in conjunction with all other relevant policies, including, but not limited to:

- Teaching and Learning Policy
- Marking Policy

2. PURPOSE OF POLICY

- i) The purpose of this policy is to provide coherent and effective information about school assessment procedures.
- ii) It is also to ensure assessment is used to help progress learning.

3. SCOPE OF POLICY

- i) This policy applies to all teaching staff at the school, and students enrolled at Lüderitz Blue School.
- ii) It applies to all assessments or forms of assessment undertaken at the school.

4. AIMS AND OBJECTIVES

As a school, our aims and objectives for Assessment and Reporting are:

- To identify strengths and needs in learning.
- To ensure continuity and progression throughout the school.
- To monitor and track each student's progress and achievement.
- To inform teachers in setting individual targets and planning appropriate work.
- To provide regular feedback to parents and students.
- To measure attainment.
- To benchmark students on admission and at key stages for target-setting.
- To support academic mentoring procedures.

5. ASSESSMENT SYSTEM KEY PRINCIPLES

At Lüderitz Blue School we believe that an effective assessment system will:

- i) provide reliable information to teachers, students, and parents/guardians about progress, effort, attainment, and achievement.
- ii) aid in improving learning by identifying needs and encouraging effective feedback.
- iii) reflect best practices both locally and internationally.

6. SCHOOL STATEMENT ON ASSESSMENT

Our beliefs as a school regarding assessment are as follows:

- i) students should use assessments to reflect on their learning and determine the next steps to make good progress.
- ii) parents/guardians should use assessments to have a clear understanding of their child's progress.
- iii) teachers should use assessments to reflect on and inform their teaching to ensure that every student is challenged and can make good progress in every lesson.
- iv) the school should use assessments to reflect on and ensure ongoing improvements in the quality of the curriculum.
- v) assessment data should provide stakeholders with a consistent, evidence-based view of the quality of our teaching and learning.
- vi) Our approach to all forms of assessment is based on age-related expectations directly derived from the curriculum being taught, enabling the identification of next steps in learning.

7. ROLES AND RESPONSIBILITIES

- i) All teaching staff implement this policy and its procedures effectively to ensure continuity, consistency and progression.
- ii) All students conform to the instructions given and procedures to be followed when assessments are carried out.
- iii) The Head/s of School are responsible for monitoring the effectiveness of all use of assessment and to lead on implementing changes as and when necessary. They also oversee systems of assessment and reporting.
- iv) Class/subject teachers are responsible for planning, carrying out and marking assessments efficiently and providing useful data where necessary.

8. ASSESSMENT PLANNING AND RECORDING

- i) Formal Assessments take place from Year 5 onwards.
- ii) Any class assessments set by the teacher must be integrated into the curriculum. This could include, but is not limited to, end of unit tests/quizzes, spelling tests, Mental Maths, times tables etc.
- iii) Class assessments may be carried out from Year 1 onwards at the discretion of the class teacher.
- iv) Evidence of assessments should be uploaded to each Class Assessment tracker.
- v) End of unit assessments are typically carried out at the end of each half term for Key Stage 1 and 2.
- vi) Formal assessment weeks take place every half term for Key Stage 3 and beyond.

9. TARGET-SETTING

- i) Targets should be set at least termly for each student. These targets should result from a discussion with each student in response to the outcomes of assessments.

ii) Assessments may also be used as indicators of potential and used to set ambitious targets.

iii) Targets should be monitored by the Class Teacher. Any underachievement should be addressed and reported to the Head/s of School and/or Section.

10. TYPES OF ASSESSMENT

i) The following forms of assessment are used at Lüderitz Blue School:

- Formative Assessment: Informal or formal assessments completed **throughout** a lesson or learning unit with the purpose of informing future planning. Formative Assessment methods include, but are not limited to: questioning, homework and classwork tasks, quizzes, rubrics, discussions, questionnaires and progress notes.
- Summative Assessment: Informal or formal assessments completed **at the end** of a learning unit to assess the progress a student has made, and inform future planning. Summative Assessment methods include, but are not limited to: rubrics, written assignments, tests, presentations, portfolios, projects, resorts or practical examinations.
- Peer Assessment: A form of assessment in which **students assess each other's** work based on the standards or benchmark provided by their teacher. Assessment of this form allows students to assist their peers, but also to consolidate their own learning. Peer Assessment methods include, but are not limited to: Success Criteria checklists, discussions or 'two stars and a wish'. See APPENDIX C - NOTES ON PEER ASSESSMENT.
- Self Assessment: A form of assessment in which a student **assesses their own work** based on the standards or benchmark provided by their teacher. This method of assessment allows students to take responsibility for their learning and reflect on their progress. Self Assessment methods include, but are not limited to: Success Criteria checklists, questionnaires or writing a 'green pen sentence' at the end of their work. See APPENDIX D - NOTES ON SELF ASSESSMENT

ii) Teachers at Lüderitz Blue School track and monitor the learning and development of each student on a daily basis.

iii) It is noted that the information that this tracking provides is much a more reliable guide to current levels of knowledge, understanding and skills than the result of any form of summative assessment.

iv) The school strongly encourages all forms of Assessment For Learning. Please see APPENDIX B - ASSESSMENT FOR LEARNING.

11. DIFFERENTIATION

i) As part of our student progress review process, plans may be put in place to support any Learning Support needs identified following assessments.

ii) Methods of differentiation should be implemented in the classroom on a daily basis. This can be:

- by outcome
- by using different resource
- by deploying different levels of support
- by varying the objectives

iii) This includes extending any students identified as Gifted and Talented with more challenging assessments.

iv) In cases of formal assessment, extra support will be provided for students with special needs as identified and recommended by professional diagnosis. Examples may include:

- assigned extra time
- examination paper with enlarged font
- a reader and/or scribe

Please note: Accommodations can only be provided in external assessments if the school is in possession of a report stating recommendations from an educational psychologist.

v) It is the duty of the Class Teacher to make the necessary arrangements.

12. MODERATION

i) The use of moderation ensures that consistent standards are applied when assessing students' work. It helps monitor performance, elevate standards, and clarify expectations.

ii) This practice enhances quality, provides reassurance to teachers regarding their professional judgment, and serves as a valuable tool for professional development.

iii) Moderation procedures should be implemented within teams and across key stages. This can be carried out by regular book checks and through other means.

13. REPORTING

- i) Teachers monitor students' progress throughout the year in line with internal procedures, and share progress in reports with parents two times a year.
- ii) These reports will include attainment grades. Please refer to APPENDIX A - ATTAINMENT GRADES FOR REPORT CARDS.
- iii) There will be at least one Parents Evening organised a year. This is an opportunity for parents/guardians and teachers to discuss a child's progress and development.
- iv) Teachers are informed of report deadlines in advance, and are provided with appropriate guidelines and ample preparation time.
- v) For information on reporting and assessment in the Early Years and Foundation Stage, please refer to the EYFS Policy.

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APPENDIX A - ATTAINMENT GRADES FOR REPORT CARDS

Attainment Grade	Description
Exceeding Expectations	The student consistently shows an advanced understanding of the necessary skills and knowledge, effectively applying them in various contexts. They exhibit creativity and consistency.
Meeting Expectations	The student demonstrates a solid grasp of the required skills and knowledge, applying them competently across a range of situations.
Working Towards Expectations	The student is starting to show a foundational understanding of the required skills and knowledge but still needs assistance to apply them independently.
Working Below Expectations	The student has been introduced to the objectives but has not yet shown an understanding of the necessary skills and knowledge.

APPENDIX B - ASSESSMENT FOR LEARNING

Assessment for Learning (AfL) is a continuous process that leverages assessment as a tool to enhance and guide learning. Its aim is not just to measure learning but to actively support and improve it.

Key Features:

- **Clear Learning Goals:** Establish learning goals and success criteria in language that is easily understood by students.
- **Effective Questioning:** Use questioning techniques to evaluate students' knowledge and understanding.
- **Valuing Contributions:** Demonstrate that all answers and opinions are valued, encouraging students to be confident in their responses and view mistakes as opportunities for learning.
- **Specific Feedback:** Provide specific, constructive feedback that clarifies how to improve and outlines the next steps in their learning journey.
- **Time for Absorption:** Allow adequate time for students to absorb what they have learned.
- **Self and Peer Reflection:** Encourage students to reflect on their own learning and monitor their progress through self and peer assessments.
- **Detailed Marking:** Ensure that marking is specific, thorough, and detailed for selected pieces of work.
- **Response Time:** Allocate time for students to respond to marking and feedback, enabling them to make necessary adjustments based on the feedback received.

Advice for Teachers:

- **Differentiate Objectives and Context:** Ensure that learning objectives focus on developing skills in the lesson rather than merely describing the activity.
- **Align Success Criteria:** When using success criteria (I can... statements), ensure that these directly correspond with the learning objectives, helping students understand both the goals and how to achieve them.
- **Break Down Success Criteria:** Articulate success criteria in clear, progressive steps to enable students to demonstrate ongoing progress.
- **Assess Prior Knowledge:** Evaluate what students already know to inform subsequent instructional steps, allowing sufficient time for them to respond to feedback and make improvements.
- **Promote Engagement:** Use peer discussions effectively to encourage student engagement and input.
- **Ensure Mastery Before Progression:** Confirm that students have mastered a topic before progressing, embedding learning deeply rather than rushing through content.
- **Support New Teachers:** Offer support to new teachers in planning methods that promote learning.
- **Utilise Verbal Feedback:** Consider using verbal feedback, as it can often be more impactful than written comments.
- **Monitor Marking Practices:** Consistently monitor marking practices to maintain quality, ensure feedback is meaningful, and assess its effectiveness.

APPENDIX C - NOTES ON PEER ASSESSMENT

Teachers start by demonstrating the process of peer assessment, showing how to give constructive feedback through both verbal and written assessments. This includes providing detailed comments, focusing on objectives, and applying success criteria.

Using an anonymous piece of work as an example, teachers can illustrate the type of constructive feedback that can be provided or present a set of questions for students to consider. Students should receive guidance on how to deliver effective feedback.

Whole-class marking encourages discussion and the sharing of ideas in a supportive environment. It's important to establish clear rules for peer assessment that are consistently followed. These rules can include:

- Respecting the work of others
- Identifying successful features of the work
- Considering the learning objectives and success criteria when suggesting improvements
- Framing suggestions positively
- Ensuring that only the writer makes changes; the assessor can suggest changes, but only the writer can alter the text.

APPENDIX D - NOTES ON SELF ASSESSMENT

Once students become comfortable with peer assessment, they will better understand how it can improve their own work. They should be encouraged to evaluate their development and progress by comparing their current and past work against their individual goals.

Presenting examples of work that fulfill or fail to meet the success criteria helps clarify expectations and promotes reflection on areas for improvement. Exposing students to a range of work illustrates various methods and approaches to achieving success.

Careful management of both self and peer assessment is essential. After any self-assessment activity, students should be given enough time for reflection and to make necessary improvements. Generally, verbal feedback from peers tends to be more effective than written comments.