



Lüderitz Blue School

Assessment and Reporting Policy

1. SCHOOL STATEMENT

Lüderitz Blue School supports and reinforces a high standard of teaching and learning by an effective use of all forms of assessment. Assessment should be used to ensure each learner is making progress and outcomes of assessments should be built on for that purpose. This policy sets out the responsibilities and expected behaviours of staff and learners in terms of assessment. This policy should be read and understood alongside all other 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 learners 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 learner's progress and achievement.
- To inform teachers in setting individual targets and planning appropriate work.
- To provide regular feedback to parents and learners.
- To measure attainment.
- To benchmark learners 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, learners, and parents/guardians about progress, 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) learners 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 learner 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 learners conform to the instructions given and procedures to be followed when assessments are carried out.
- iii) The Head/s of School have the prime responsibility to monitor 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 Grade 5 onwards.
- ii) Formal Assessments should be planned according to the Assessment Calendar (APPENDIX 1 - ASSESSMENT CALENDAR).
- iii) 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.
- iv) Class assessments may be carried out from Grade 1 onwards at the discretion of the class teacher.
- v) Evidence of assessments should be uploaded to each Class Assessment tracker.
- vi) Depending on the Grade, some or all of these marks, or an average of them, will be included in Report cards.

9. TARGET-SETTING

- i) Targets should be set at least termly for each learner. These targets should result from a discussion with each learner in response to the outcomes of assessments.
- ii) Standardized 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.
- iv) Learner Progress Reviews (LPRs) will also consider targets met, exceeded or where a learner has underachieved and is in need of support.

10. TYPES OF ASSESSMENT

- i) The following forms of assessment are used at Luderitz 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 learner 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 **learners assess each other's** work based on the standards or benchmark provided by their teacher. Assessment of this form allows learners 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 learner **assesses their own work** based on the standards or benchmark provided by their teacher. This method of assessment allows learners 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 learner 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 encourages all forms of Assessment For Learning. Please see APPENDIX B - ASSESSMENT FOR LEARNING.

11. DIFFERENTIATION

i) As part of the Learner 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 Gifted and Talented pupils with more challenging assessments.

iv) In cases of formal assessment, extra support will be provided for learners 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 or

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

12. MODERATION

i) Use of moderation ensures that consistent standards are applied for assessing learners' work. Moderation helps to monitor performance, raise standards and clarify expectations.

ii) This practice reinforces quality, reassures teachers in terms of their professional judgment and is an aid to professional development.

iii) Moderation procedures should be regularly followed in teams, across key stages and, if possible, with colleagues from other schools.

13. REPORTING

- i) Teachers will monitor learners' progress throughout the year in line with internal procedures, and share progress in reports with parents 2 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, as 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.
- 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	Learner consistently demonstrates a deeper knowledge of skills and abilities required and is always able to apply them in a variety of situations. Learner displays originality and consistency.
Meeting Expectations	Learner demonstrates an understanding of the knowledge and skills required and is able to apply them effectively in a range of situations.
Working Towards Expectations	Learner is beginning to demonstrate a basic understanding of the knowledge and skills required, but is not yet able to apply these independently and requires support.
Working Below Expectations	Learner has been introduced to the objectives but is not yet beginning to demonstrate an understanding of the skills and knowledge and required.

APPENDIX B - ASSESSMENT FOR LEARNING

Assessment for Learning (AfL) is an ongoing process that involves using assessment as a tool to enhance and guide learning. It is an approach where the primary goal is not just to measure learning, but to actively support and improve it.

Key features include:

- Clearly stated learning goals and success criteria in language that is easily understood by learners.
- Using questioning to evaluate learners' knowledge and understanding.
- Demonstrating to learners that all answers and opinions are valued, encouraging them to be bold in their approach and view mistakes as learning opportunities.
- Providing specific, constructive feedback that clarifies how to improve and outlines the next steps in learning.
- Allowing time for learning to be absorbed.
- Encouraging learners to reflect on their own learning and monitor their progress through self and peer assessments.
- Ensuring marking is specific, thorough, and detailed for selected pieces of work.
- Allocating time for learners to respond to marking and feedback, allowing them to make necessary adjustments to their work based on the feedback received.

Advice for teachers:

- Distinguish Learning Objectives from Learning Context: Ensure that learning objectives are focused on developing skills in the lesson rather than simply describing the activity.
- Align Success Criteria with Learning Objectives: Success criteria (I can... statements), should directly correspond with the learning objectives. Learners should grasp both the objectives and the path to achieving them.
- Break Down Success Criteria into Steps: Articulate success criteria in clear, progressive steps to enable learners to demonstrate ongoing progress.
- Assess Prior Knowledge: Assess what learners already know to inform your next instructional steps. Allow sufficient time for learners to respond to feedback and make improvements.
- Promote Learner Engagement: Utilize peer discussions effectively to encourage learner engagement and input.
- Ensure Mastery Before Progressing: Confirm that learners have achieved mastery in a topic before moving on. Embed learning deeply rather than rushing through content.
- Support New Teachers: Provide support to new teachers in planning methods to advance learning.
- Use Verbal Feedback: Consider using verbal feedback, which can often be more impactful than written feedback..
- Consistently Monitor Marking: Monitor marking practices consistently to maintain quality, ensure feedback is meaningful, and evaluate its effectiveness.

APPENDIX C - NOTES ON PEER ASSESSMENT

- Teachers begin by demonstrating the process of Peer Assessment, such as illustrating how to provide constructive feedback (including detailed comments, focusing on objectives, and applying success criteria) both orally and in written assessments.
- Use an anonymous piece of work as an example to demonstrate the kind of constructive feedback that could be given, or provide a set of questions that learners might pose.
- Learners should receive guidance in delivering effective feedback.
- Whole-class marking facilitates discussion and the exchange of ideas in a supportive setting.
- Rules for Peer Assessment should be clear and consistently followed. These can include:
 - Respect the work of others
 - Identify successful features of the work
 - Think about the learning objective and success criteria when suggesting improvements
 - Word suggestions positively
 - Only the writer has the 'pen of possession' to make changes to the work, the assess or suggests changes but only the writer can change the text

APPENDIX D - NOTES ON SELF ASSESSMENT

Once learners become accustomed to peer assessment, they will find it easier to recognize how it can enhance their own work. They should be encouraged to assess their own development and progress by comparing current and previous work against their individual targets.

Displaying examples of work that meet or do not meet the success criteria helps clarify what is expected and encourages reflection on how to improve. Exposing learners to different pieces of work demonstrates various approaches and methods for achieving success.

It is crucial to manage both self and peer assessment carefully. Following any self-assessment activity, learners should have adequate time for reflection and to make improvements. Typically, verbal peer assessment is more effective than written feedback.