At Knights Enham Schools we provide…

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Assessment for Learning Policy

Based on a model policy from Hampshire County Council

Approved: September 2026

Date of next review: September 2027

Assessment for Learning Policy

The purposes and principles of assessment

Assessment is an integral part of education; it enables pupils to become involved in the learning process and take greater responsibility for their work – leading to improved self-esteem and motivation. It enables teachers to adapt future subject matter and teaching styles to the pupils' needs and gives pupils the opportunity to challenge themselves and consider how to improve.

At Knights Enham Schools, we are committed to determining each child's ability and monitoring their performance in order to ensure that everyone makes the best progress possible. Assessment gives the pupils and teachers feedback on how learning is progressing and what they have achieved.

Teachers assess pupil understanding and progress using a range of summative and formative methods and use this evidence to inform the next steps needed to make progress. Formative assessment is ongoing and should influence teaching on a daily and weekly basis. The school uses assessment information to inform target setting, identify gaps in learning, plan priorities and evaluate success. We assess the acquisition of knowledge, core skills and understanding of key concepts alongside attitudes and approaches to learning. Our aim is to enable children to fulfil their potential as learners.

There are three main forms of assessment:

- **Formative assessment**: this is used by teachers to evaluate pupil's knowledge and understanding on a day-to-day basis and to adjust teaching accordingly.
- **Summative assessment**: this enables the school to evaluate how much the pupil has learnt at the end of the unit or teaching period; it informs teaching and realigns provision.
- **Nationally standardised summative assessment**; these assessments are progress accountability measures.

Formative Assessment Strategies

The primary foci for assessment are reading, writing and mathematics, although teachers do monitor and assess against other subjects in order to report to parents at the end of the year.

Formative assessment is an essential aspect of effective teaching. Teachers and other adults focus on how learning is progressing, whether knowledge, understanding and core skills are secure enough to move on, and what needs to happen next. 'Learning stops' / 'temperature checks', questioning, observation and analysis of pupils' work are used throughout lessons to assess learning in the moment and adapt teaching immediately where needed.

Insights gained from day-to-day assessment strategies inform planning for future lessons, enabling teachers to improve, adapt or target their teaching. INSIGHT is used as an ongoing teaching assessment tool: objectives should be reviewed and updated regularly as evidence emerges so that teachers can see what has been taught, what is secure and where gaps remain. It should not become a retrospective data-filling task at the end of a half term or term, as this significantly reduces its impact on teaching and learning.

Timely assessment tasks are used at different points in the learning journey to determine what the children need to focus on in order to progress. These provide comparisons that can be used to measure the progress of children have made after a unit has been taught.

At Knights Enham Schools there are four key elements of effective **'Assessment for Learning':**

1. Clear 'I can' and 'Steps to Success'

Child-friendly learning objective are shared, both orally and in written form, at the beginning of lessons and reviewed during the lesson using 'learning stops' / 'temperature checks'.

To develop skills and attitudes there may be more than one objective within a lesson, to allow for **'flexible teaching.'**

Links between new learning objectives and previous learning that should be applied by pupils are made explicit. High 'every time' expectations and core skills must be revisited and secured, e.g. age-appropriate punctuation, grammar, fluency, presentation and subject-specific fundamentals. Adults should check that these skills are being applied independently and consistently before moving learning on. Learning walls may be used to support this practice.

Success criteria for meeting the learning objective is shared, exemplified or can be co-constructed or generated by children. They show children how to be successful in the lesson.

Success criteria describe, precisely, what successful attainment of the learning objectives looks like. It may be that the learning objective is precise enough not to necessitate success criteria.

Children reflect on their learning by evaluating against the learning objectives and /or success criteria.

2. Effective Questioning

Questioning is used to assess children's starting points, to deepen and check understanding and to check children's progress.

- A range of question types are used from literal to higher order (NB: recall questions alone do not deepen learning).
- Children must always be given thinking time but the pace of learning needs to be engaging, to move the learning forward.
- A range of strategies are employed to encourage responding beyond the 'hands-up,' e.g. stick picks, talk partners, changing learning partners, think-pair-share, etc. A random element focuses attention and is inclusive of more passive children. Children need to understand the role of learning partners, see it being modelled and evaluate its effectiveness in terms of cognitive and social benefits.
- Questioning must be appropriately challenging for all.
- Questioning within marking is a powerful developmental marking strategy.

Planned and ongoing observations are used to assess learning as it happens and to support the learning of a particular objective or child. During observations, it will be appropriate to probe the children's understanding through questioning.

Teachers may hold impromptu and planned guided group discussions, or pupil conferences with children to follow up responses, to assess understanding and to diagnose the reasons for any misconceptions.

Teachers will analyse work to identify success and to identify errors or misconceptions, and to guide children on how they can improve.

3 Self and Peer Evaluation

Assessment practice is most impactful when children are engaged in the reviewing process, as long as the learning objectives and success criteria are clear.

Children are taught how to reflect on and evaluate their own learning in terms of:

- Progress towards meeting their targets
- The objective of the lesson
- Using specific success criteria and feedback to improve their work

Peer and self-evaluation are built into lessons where appropriate. Progress and success is reviewed throughout and at the end of lessons. **NB: ground rules for this practice must be agree by all.**

Children may evaluate their own work or work with another child to evaluate together; co-operative peer marking - not swapping books. This encourages dialogue about the learning.

Children evaluate against the learning objectives and /or success criteria using school agreed scale:

Children are encouraged to make oral or written comments where appropriate and meaningful. Teachers need to model appropriate self-evaluation comments and provide sentence starters or questions from which children can make informed evaluations.

Children need to use the correct marking codes / highlighting colours when evaluating their work.

It may be appropriate and beneficial for pupils to self-mark to check their own knowledge, skills and fluency; this can help them to move onto more challenging tasks or seek guidance within lessons.

4 Feedback

Teachers are responsible for ensuring that feedback leads to improvements in learning. It should be relevant to the learning objective(s), support learning development / next steps, encourage and motivate the pupil. Teachers and other adults must systematically check understanding and progress throughout lessons and intervene to maximise progress. In-the-moment feedback should go beyond simply ticking work or saying 'well done'; adults should critically analyse what pupils have done, probe understanding, identify misconceptions and check that core skills are secure before moving learning on.

Strategies

- Based on self-evaluation and teacher assessments, pupils may select or be directed to appropriate tasks with appropriate challenge.
- Mini plenaries/ learning stops / 'temperature checks' are used to pick up on common errors or to share examples of excellence in meeting the learning objectives. The selection of work may be random or a piece of work may be selected to exemplify a specific learning point.
- Where relevant, children may write a reflection to explain or justify their thinking. Adults may annotate and record oral explanations.
- Teachers may use feedback scaffolds to focus children's thinking and to support their language development.
- Teachers will give regular, planned time for reflection and for improvements to be made **(RTM – Response To Marking)**

- Children are expected to use feedback to impact on their next learning. This should be prior to any follow-on work.
- Teachers will give 'next step' written and oral feedback in line with the marking policy.
- Exemplification: copied or scanned and projected samples may be used to analyse and improve pieces of work against the success criteria.
- Appropriate page layouts enable improvement. For example double spacing, post-its or editing flaps may be used. **Pupils can refer to presentation expectations in the front of their English & Maths Books to see how they should set their work out.**
- Children use editing, responding to marking or 'polishing pens' of a different colour to the original work **(e.g. the 'Purple Polishing Pen!)**

  (**See separate Marking and Feedback Policy for more details**)

Summative Assessment Strategies

Summative assessments provide information that can be used to monitor and support a pupil's progress, attainment and wider outcomes. NFER standardised assessments will be used at agreed points in the autumn, spring and summer terms to provide a consistent formal measure of attainment and to help identify strengths and gaps in core skills. Where applicable, the final summer NFER outcome will inform the attainment information passed on at the end of the academic year. This sits alongside ongoing teacher assessment, statutory assessments, phonics and spelling assessments, book evidence and other appropriate assessment tasks.

Judgements are moderated using exemplification materials and other books to ensure consistency in practice and expectations. Moderation is undertaken within the school but also with other local schools.

Progress can be analysed against projected pupil progress targets which are set each year and are ambitious, challenging but achievable. Targets are set jointly by teachers and school leaders; the concept of aspirational 'reverse engineering' is applied to ensure catch up , keep up and stretch targets result in strong progress from relative starting points.

Planning and provision are realigned appropriately:

- School leaders, including core subject leaders, analyse summative assessments at pupil, class and cohort level (pupil premium, gender, ethnicity, EAL, SEN) to identify areas of strength and areas for development. The analysis is reported to governors. The school is committed to ensuring that the needs of all groups of children are met and that they are making strong progress.
- Where children are at risk of underachievement, provision is realigned appropriately.
- Performance management processes directly link to the national Teachers' Standards.
- Professional development and meeting themes are linked to the ongoing needs of pupils.
- Pupil progress meetings are aligned to the phases to ensure teaching maximises progress.
- Personalised information about progress, attainment and areas for development are reported to parents.
- Data analysis informs priorities and targets within the School Development Plan.

National, Standardised Summative Assessments

The school complies with statutory requirements. Data is used within school to identify priorities and to measure the impact of effective teaching. Comparisons are made at a local and national level.

End of KS2

In May, Year 6 children take National tests covering Reading, Grammar, Punctuation & Spelling and Maths. Writing assessments are based on ongoing teacher assessment;, which are moderated locally. The tests are externally set and externally marked. Children will be given a scaled score which will be out of 100, where 100 is the Standard for that stage.

Evaluating the effectiveness of assessment

The effectiveness of assessment is evaluated by the extent to which:

- Assessment judgements are accurate, unbiased and based on a range of evidence from children's on-going formative and summative assessments.
- Teachers use assessments of prior learning to plan the next steps in learning. These should be well-designed learning activities that provide opportunities for:
  - Reinforcement and consolidation of previous learning
  - Deliberate and purposeful practice of newly-learnt knowledge or skills
  - Application of learning in contextualised and/or problem-based learning situations in order to develop children's reasoning skills and build independence
  - Transferring previously learnt knowledge or skills to new and more demanding/complex situations in order to build fluency
  - Real challenge through rich and sophisticated problems in order to build resilience
- Teachers and other adults use their time effectively; they check children's learning continually through systematic real-time assessment; they interact with children; they engage in the deliberate act of teaching – they instruct, demonstrate, explain, exemplify, illustrate, articulate, show, model, tell, etc. They teach the **right children the right content, at the right time, and in the right way.**
- Children practice, rehearse, apply and embed their learning through well-planned learning tasks and activities, The teacher and other adults provide appropriate support and challenge, for example through effective questioning, and they observe children engaged in learning activities.
- Children understand how to improve as a result of useful feedback from teachers; and that these improvements are evident in their work
- Actions taken by the school's leadership, based on summative assessments, secures and sustains improvements for the children. This results in the progress of all pupil groups being strong and an increasing proportion of children meeting or exceeding Age Related Expectations. Where progress is not as expected, interventions are rapidly implemented and evaluated to ensure pupils 'at risk' of underachieving make accelerated progress.

Involving parents and carers

Parents and carers are vital partners in children's learning and progress; we strive to involve them.

Feedback on progress against national standards and personal targets are given in parent/teacher meetings held in the autumn, spring and (as an option) in the summer term. Written feedback is given annually using the school report formats **(with a progress update sheet given in December)**. These provide information on a child's progress and set targets for development.

Parents and carers receive information outlining curriculum plans for each term and guidance is provided on how they can support learning at home. Teachers and parents/carers identify, share and take action about concerns over progress through the process of informal or formal meetings, written and telephone communications. Parents/carers are invited to curriculum workshops and demonstration lessons, to inform and empower them to effectively support their child's learning. They are also invited to presentation mornings each term, where their child's class will share their recent learning in an assembly and will then invite them into the class to look at their work.

Assessment Records

All teacher planning is stored on the school's computer network so it can be easily accessed by staff for teaching and monitoring purposes.

Pupil assessment information is recorded and analysed using the school's online INSIGHT software and agreed standardised assessment records. INSIGHT is primarily an ongoing formative teaching tool for recording curriculum objectives, monitoring what has been taught and identifying gaps and next steps.

(See Appendix 1: Guidelines for Assessment Data)

Pupil progress meetings are held with English & Maths leaders (and the SENCo) using both ongoing INSIGHT information and agreed standardised assessment outcomes to consider attainment, progress, gaps and next steps. This also links to intervention strategies for pupils who need to catch up and to Performance Management discussions.

Personalised education / intervention plans for children with SEND are maintained by teachers and TAs and are regularly monitored by the SENCo to ensure progress is being made against key targets and any alterations to provision are considered. This information must be kept up to date and adapted to meet pupils' current needs.

The SENCO is able to advise and administer more specialist diagnostic assessments if children fail to make adequate progress and are thought to be in need of extra support or specialist provision. If appropriate, children may be placed on the SEN register and the class teacher will set and monitor individual targets. Pre-Key stage markers are used to assess the progress of children. These are more aligned to national curriculum levels and can be used to bridge the gap of children who are working below key stage expectations.

Equal Opportunities

Assessment systems enable the school to monitor the achievement and progress of all children on an individual level and also in terms of economic disadvantage, race, gender and SEND. Through monitoring, appropriate action can be taken to ensure all children have equal access to the curriculum and make appropriate progress. Challenging targets are set for all groups, ensuring that aspirations are high. In planning, teachers ensure resources reflect the cultural and gender diversity of the children and identify

opportunities to challenge negative stereotypes. Activities are planned to foster the participation and interests of all children and to promote the ethos of the school.

Roles and responsibilities

Teachers

- Mark and give oral feedback about progress, achievements and next steps for learning
- Ensure work is marked regularly and prior to the follow-on piece of work so that the feedback has purpose and impact
- Plan specific time for children to respond to marking comments
- Ensure children have access to and understand marking codes / methods
- Use marking, questioning, conferencing, observation and real-time assessment to inform assessment judgements and adjust teaching and planning accordingly to maximise progress.
- Use INSIGHT software regularly as an ongoing teaching assessment tool to maintain objective-level records for all pupils, identify gaps and consider next steps. Assessment objectives should be updated as evidence emerges rather than completed retrospectively at the end of a half term or term. Also follow guidance in Appendix 1.
- Meet national Teachers' Standards:

- ***Set high expectations which inspire, motivate and challenge pupils***
- ***Promote good progress and outcomes by pupils***
- ***Be accountable for pupils' attainment, progress and outcomes***
- ***Guide pupils to reflect on the progress they have made and their emerging needs***
- ***Adapt teaching to respond to the strengths and needs of all pupils; know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively***
- ***Make accurate and productive use of assessment; make use of formative and summative assessment to secure pupils' progress; use relevant data to monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback***

Teaching Assistants

- provide oral feedback to pupils & appropriate oral or written feedback to teachers
- make observations and assessments as directed by class teacher
- annotate work
- mark work as specified by class teacher

Leadership Team

- Monitor the implementation and effectiveness of assessment in maximising progress
- Ensure all staff have appropriate professional development in assessment processes and systems
- Ensure planning, preparation and assessment time is allocated
- Respond to 'Eliminating unnecessary workload guidance' (DfE 2016)
- The governors also monitor assessment data within FGB meetings and visits to school, linked to SDP targets.

External Support

By reviewing and evaluating the school's internal data, the Hampshire Inspection and Advisory Service (HIAS) will support the school's curriculum development, which is then tailed to improve teaching and learning. Working with other schools is also an effective way of achieving school improvements. This allows the school to share good practice and the moderation of progress across books. It supports teacher judgments and allows opportunities to identify gaps in learning.

<u>See attached</u>:

Appendix 1: Guidelines for Assessment Data

Appendix 2: Governor Summary of the Assessment System

NB: To be read in conjunction with the annual Monitoring Guidelines / Marking & Feedback Policy

<u>Appendix 1: Guidelines for Assessment Data</u>

<u>INSIGHT</u> (Software package)

- Teachers assess statements for Reading, Writing & Maths through INSIGHT as an ongoing electronic mark book. This should be updated regularly as part of normal teaching and assessment so that teachers can keep on top of curriculum coverage, identify which objectives are secure and see what needs to be worked on next for individual pupils and the cohort.
- The RED, AMBER and GREEN indicators within INSIGHT are used to support teachers' understanding of pupils' objective-level learning and to highlight areas that may require further teaching, practice or challenge. They are not, on their own, the school's formal measure of termly attainment.
- INSIGHT objective judgements are ongoing and should be informed by evidence gathered through teaching, questioning, observation, discussion, work in books and relevant assessment tasks. They are used to show curriculum learning, strengths and gaps and to inform subsequent teaching. Formal attainment at the agreed autumn, spring and summer assessment points will be informed by NFER standardised outcomes, alongside statutory requirements where applicable. The final summer outcome will inform the attainment information passed on at the end of the year.
- **<u>OBJECTIVES / STATEMENTS</u>:**
  - **The statements within Insight will be designed carefully to cover the latest National Curriculum expectations and to reflect what is taught each term, in each year group, in each subject, i.e. maths statements matching the units for that term.**
  - **We have used a number of sources of statements that divide up the National Curriculum, e.g. Hants charts for Reading & Writing in 3 phases over the year and commercial examples such as: Power Maths, Rising Stars, etc. We will ensure that there is an appropriate weighting of certain statements – i.e. is joining handwriting worth the same as a certain amount of common exception words?**
  - **We will agree which book bands should be expected in each year (following the HIAS English Team Book Banding Guidance) and will have an Excel tracker for each class, showing the book band each child is on, which is updated at least half-termly.**
  - **<u>Spelling</u>:**
    We will group together spelling patterns we teach.
    We will determine what % of certain lists are expected for each year group each term.

We will have end of unit tests related to spelling patterns & exception lists and record progress using an Excel tracker.

- **<u>Reading comprehension</u>:**
  We will use statements as per the Hants English Curriculum Phase Expectations, considering the amount of statements to put into each term – front-loading the year with the majority in the autumn and spring terms, leaving the summer term as primarily a review term.

- **<u>REPORTING</u>: We will all use the same assessment reports to give us a 'common currency':**
  - For Pupil Progress / PM Meetings / SEN / PP Intervention Meetings, staff will use the agreed attainment information from standardised assessments alongside INSIGHT objective-level information to identify progress, strengths, gaps and pupils requiring additional support or challenge.
  - Progress will be considered using standardised outcomes across agreed assessment points, together with ongoing curriculum evidence recorded through INSIGHT. The purpose is to understand what pupils can do, what remains insecure and what teaching or provision needs to change.
  - **SEN – The SENCo will sit in on Pupil Progress meetings to enable a discussion on SEN pupils at the same time.**
  - **For Governors, we can use the attainment overviews, but can also group by certain characteristics, using the '<u>Key Group Summary</u>' function, which will show the data for a year group by all of the group characteristics, i.e. Gender, SEN, Pupil Premium, EAL, Higher / Middle / Lower Prior Attainment.**
  - **For Parents evenings / writing reports, we can look at the individual pupil data sheets for each pupil.**

<u>GENERAL ASSESSMENT GUIDELINES</u>

- TESTING: Year 6 will continue to use appropriate SATs-style and statutory assessment materials across the year in preparation for the end of KS2 national tests.
  - NFER standardised assessments will be completed at agreed points in the autumn, spring and summer terms. These assessments will provide a consistent measure of attainment and will also be analysed diagnostically to identify gaps in core skills and inform subsequent teaching.
  - Standardised scores and relevant assessment outcomes will be recorded alongside INSIGHT information where appropriate so that teachers and leaders can consider attainment together with the detailed objective-level picture of pupils' learning.
  - Assessment information should always lead to action: teachers use NFER analysis, ongoing INSIGHT objectives and day-to-day formative assessment to identify misconceptions, gaps in core skills, pupils requiring consolidation and pupils ready for greater challenge.

- **<u>Portfolios / Moderating</u> – we will build up portfolios of AGREED writing samples through the year (Dec, Easter, Summer) for each year group (some from national exemplification guidance, some from our own pupils). This will help us to ensure that we are judging ARE correctly (for that time in the year, i.e. are they on track?) when we come to make a professional judgement and produce a Main Assessment for a pupil. These samples will be 'securely ARE for that time of the year'. They need to also match the actual curriculum taught, as it needs to flow from the children's work. We also need to take care with being clear about how independent the work is (especially for year groups that are externally moderated). We will attend the latest statutory assessment training from Hants to ensure we are up to date with our judgements.**

- **<u>HANDOVER</u>**

- **Pupils will start using next year's books at start of June, so that they can be thinking about getting 'next year ready.'**
- **Teachers can have handover discussions in July and then use the same books in Sept – this will make us think more about making progress from the end of last year, we can remind pupils (and parents) what they were capable of, it makes us more secure about final assessments in July and we will agree on the data coming up to us.**
- **We will hold onto the previous year's books until December each year for moderation / progress checking purposes, then send home after Christmas.**