



ASSESSMENT POLICY

1. Introduction

Through this Assessment Policy, we identify student learning, monitor and evaluate the effectiveness of teaching practice and inform future learning and practice.

Lewes New School recognises the profound influence assessment can have on the motivation and self-esteem of students, both of which are crucial influences on learning.

We feel that assessment is rarely objective and needs to be understood with this in mind.

Our approach to assessment has at its core an unconditional positive regard for each individual as a learner and a human being.

2. Aims of our Assessment Approach

Our key aim is to provide a learning environment that encourages students to grow as self-motivated, autonomous learners, with a focus on learning rather than performance.

Our intention is for students to:

1. Develop an internal locus of self-evaluation and motivation
2. Actively explore the skills and dispositions for successful learning outlined in the *Learner Profile*
3. Develop the capacity for self assessment
4. Learn how to improve the quality of their work
5. Understand their own personal goals in learning and the steps that are needed to achieve them
6. Develop self-regulation and take responsibility for their own learning
7. Learn to work collaboratively and provide constructive feedback to their peers

3. Key Principles of our Assessment Approach

1. Assessment is integral to teaching and learning
2. Assessment acknowledges the unpredictability of learning and development
3. Feedback is sensitive, constructive and fosters motivation
4. Children are encouraged to actively reflect on and evaluate their own learning, independently, through peer review and with their teacher
5. Assessment helps children improve the quality of their work and their understanding of what constitutes good work
6. Assessment helps children understand the relevance of their work
7. Feedback includes how well a child has progressed over time, in relation to the key skills developed as well as the overall process of self-discovery
8. Assessment ensures gaps in learning are identified quickly and intervention is

- put in place speedily and effectively.
9. That we celebrate what students *can* do

4. Formative Assessment

The school favours a narrative approach to assessment which emphasises dialogue and observation to gather evidence of students' achievements and support students' meta-cognition and self-reflection.

We use a range of formative assessment tools to demonstrate a balanced view of learning, with the following procedure informing each:

1. **Describe:** What is taking place? E.g. interest, involvement, challenge, communication, opportunities to learn
2. **Document:** Recorded observations can be cross-referenced with the Learner Profile, EYFS Profile and Learner Grids
3. **Dialogue:** Collaborative interpretations of observations (staff teams, students, parents, colleagues, experts)
4. **Decide:** Reflections inform the planning of future learning opportunities

4.1 Observations & Dialogue

We believe a narrative approach best reflects our holistic approach to learning. Observations of students are made regularly by all members of teaching staff as a way of gathering more information about the children's learning.

We believe learning is enhanced by high quality dialogue between the teacher and the child. Students are expected to actively participate in dialogue to assess and enhance their learning and to identify opportunities for learning. They meet on a regular basis with their teacher to discuss what they've encountered and reflect on the habits, skills and knowledge that have formed the focus of their experience.

Through regular dialogue with the teacher, students reflect on:

- the learning process, what they've encountered, how they've problem-solved and processed information
- the quality of their work
- the habits, skills and knowledge that have formed the focus of their experience
- how their experience contributes to their learning journey

Records of observations and dialogue may comprise of written notes (manually or digitally recorded), photographs or audio or video recordings. All records of observation are stored in folders in the classroom.

4.2 Learning Portfolios

This portfolio is a record and celebration of the child's individual learning journey as they progress through the school.

Students are actively involved in the evaluation of their learning with reference to the Learner profile, working alongside teachers to agree what is documented.

Portfolios include:

- examples of work
- photographs
- teachers' observations
- the child's own reflections

Parents can review learning portfolios at any time with their child, and they are discussed at Family Consultations.

4.3 Exhibitions and Performances

Projects often culminate in multi-disciplinary exhibitions, where children present the outcomes of their learning to children from other classes, parents and friends.

This may include displays of written work, demonstration of scientific experiments, multi-media presentations, sculptures, dance and even large scale, interactive environments.

4.4 Peer Review

Opportunities for dialogue between children and peer review are valued. These provide an excellent opportunity to learn and appreciate what constitutes good quality work, internalise learning in the context of someone else's work, build knowledge collaboratively and reflect on the process of action, collaboration and dialogue.

Examples of peer review include:

- Plenary review during Circle Time at the end of each session
- Writing Workshops to support drafting and developing ideas
- Weekly Book Club

4.5 Marking Work

Rather than marking written work in the conventional way, teachers assess the success of any piece of work through dialogue with the child. Sometimes this dialogue will be documented on the piece of work, with the child's permission.

The teacher's role in this dialogue is to provide thoughtful and tangible attention to detail about ways in which the work is successful or would benefit from improvement, to avoid students becoming dependent on a teacher's unsubstantiated praise.

5 Summative Assessment

Teachers also use a variety of summative assessment tools to assess student progress over time and in relation to expectations.

5.1 Tracking Student Progress

Learner grids & EYFS profiles: Teachers track progress in reading, writing and mathematics against the National Curriculum, and Areas of Learning against the EYFS curriculum. These provide a detailed record of developing concepts, knowledge, skills and understanding.

Reading, writing & maths records: Teachers keep an ongoing record of individual children's development of concepts, knowledge, skills and understanding in reading, writing and maths. Dated notes made during or after working with individual children or groups inform teachers' monitoring and planning.

Writing samples: Teachers collect and analyse samples of writing from each child in their class twice each year to track progress against the National Curriculum. Samples are added to students' Learning Portfolios and inform the completion of Learner Grids.

5.2 Termly Student Progress Meetings

Teachers meet with the head and SENCo on a termly basis to discuss individual children's progress and needs. Outcomes from these meetings inform appropriate provision.

5.3 Annual Student Reports

Detailed narrative reports are written towards the end of each academic year. These are intended to give a comprehensive picture of the child's development during the year against the Learner Profile.

5.4 CATs (Cognitive Ability Tests, Year 6)

CATs provide useful information for secondary schools as part of a wider analytical process which identifies particular strengths and areas needing support.

6. Diagnostic Assessment

Diagnostic assessment is used when a teacher or student feels that they have a specific area of cognitive, physical, social or emotional need that is not being met. Diagnostic assessment provides a baseline and can highlight areas of specific need so that appropriate provision can be made.

For more information see the ***Special Educational Needs & Inclusion Policy***.

7. Resources

Teachers use ICT for gathering photographic evidence and video recordings to support assessment.

Information is recorded in a range of ***Assessment Grids***.

6. Information Sharing

Portfolios and summative tracking records are transferred to the next class teacher to ensure continuity of assessment and inform planning.

Opportunities are provided for teachers to meet and discuss transitioning children's development and needs.

Reports and all other requested documents are provided to children's next school upon leaving, in line with Data Protection and confidentiality requirements.

7. Monitoring

All assessment documentation is available for scrutiny by the Head and SENCo as required and at termly student progress meetings.

For more information about the monitoring of this policy see the ***Teaching and Learning Policy***.