



Lantern ACADEMY

‘Where every child shines.’

Assessment Policy 25/26

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was shared for information purposes with the Governing Body in January 2025

It is due for review in January 2026 (up to 12 months from the above date).

Signature _____

Date _____

Headteacher

Signature _____

Date _____

Chair of Governors

Intention

At Lantern Academy it is our intention to ensure that all children make progress within their year group in every area of the curriculum through several robust assessment systems. These systems are used to track each child's progress against national expectations as well as supporting teachers in delivering lessons specifically targeted to areas which a child may find tricky. We communicate progress to the child and to parents/carers through termly reports & termly parent's/carers evenings. We have high expectations for all children no matter of their starting point, and we ensure that we help every child succeed in every subject. No matter how small the step forward, we celebrate their success and challenge them further.

Roles and Responsibilities

Teachers and Learning Support Mentors are responsible for carrying out both formative and summative assessments with individual pupils, groups and whole classes. Where appropriate, these outcomes are shared with the pupils as part of an ongoing dialogue about their learning progress. Outcomes are also shared with parents/carers at parental/carers consultation meetings and within Annual Pupil Reports.

The Headteacher is responsible for:

- Reporting to all stakeholders
- Prioritising key actions to address under achievement, including the deployment of staff
- Holding staff to account for pupil progress
- Target setting for the school, cohorts, groups and individual pupils

The Assessment Lead (Deputy Head Teacher) is responsible for:

- Monitoring standards
- Analysing the children's progress and attainment, including the children of vulnerable groups
- Identifying vulnerable pupils at risk of under achievement

Subject Leads are responsible for:

- Monitoring standards in their subject according to standards set out in the EYFS Statutory Framework and Birth to 5 Matters or National Curriculum
- Interrogating the analysis of the children's progress and attainment, including pupils and vulnerable groups in their phases
- Ensuring all staff are familiar with assessment policy, practise and expectations

Class Teachers are responsible for:

- Planning in the short and medium term to meet the needs of all the children
- Marking all work in line with the academy marking policy
- Completing the assessments for the Foundation Subjects using Insight
- Each unit of Writing is assessed using (B, WTS, EXS, GDS) and discussed with children to see success and to set targets

Category	Description
GDS	Working at Greater Depth. Has a secure knowledge of the curriculum and can confidently work above the expected level in a wide range of context
EXS	Working securely at Expected Standard for the year group that they are in.
WTS	Working Towards the expected standard for the year group that they are in.
B	Working below the expected standard for the year group that they are in.

- Ensuring that marking includes ongoing feedback to whole class and individuals to inform the children of success, next steps in learning and to address gaps in learning
- Enable children to assess their own learning and that of their peers
- Undertaking summative testing to inform teacher judgement (NFER, KS1, KS2 SAT, Y1 phonic assessment, Y4 Multiplication Tables Check)
- Analysis of summative testing is completed to inform subsequent planning
- Report data to the Assessment Lead via excel spreadsheet, to be then updated on Insight
- Planning intervention to address learning needs
- Take part in pupil progress meetings to inform the Assessment Lead of progress over time, set targets, ensure all vulnerable groups are adequately supported and discuss interventions to narrow gaps

Target Setting

At Lantern Academy we set targets each Autumn Term. The proposed target is considered for each child by the Assessment Lead & HT based on data held, KS1 SATs, internal NFER data and Teacher Assessment. The target could be adjusted to be more ambitious and to challenge the child or lowered to consider the needs of the individual child.

Targets are shared with children by the class teacher and then shared with parents/carers via the Autumn Term Learning Passport. We aim for all children to achieve or surpass their targets and put in place systems and support throughout the academic year to check progress.

Key features of Assessment at Lantern Academy

Assessment for Learning (AfL) is a formative assessment that is an integral part of teaching and learning. It is based on how well children achieve learning objectives, and provides feedback to involve children in improving their learning. Strategies used in school:

- Planning – good planning ensures that there are clear learning objectives, matched to differing needs of the pupils and pitched using the National Curriculum. Questioning is planned into each lesson.

- Sharing learning objectives and success criteria with pupils – the children are fully involved in understanding the purpose of their learning and what they need to do to succeed
- Low Stakes Quizzes – These will be done periodically such as weekly, monthly, in the middle of a unit of work or at the end of a unit, to ensure that previously learned material is not forgotten.
- Diagnostic Questions is a form of this that form part of each Maths lesson. It is a method of assessment that has low threat to all children and AfL can be made by class teacher.
- Peer and self-assessment – pupils are taught how to and given time to evaluate their own and their peers' achievements against the learning objectives and success criteria. Sometimes this will be in a written form. At others it will be verbally.
- Marking and feedback – all pupil's work is marked in accordance to the marking policy. The feedback is verbal, with the child, and within a lesson so that the child can act immediately on the feedback. Distance marking will inform the teacher how to move the learning on, children success, where to direct support and if the planning needs modifying.
- Quick Recaps – at the start of each lesson the children will have an opportunity to address learning previously taught, enabling children to continually spiral back to their learning.
- Celebrating Achievement – all aspects of achievement are celebrated within school in a variety of ways. Behaviour beads are used as rewards and monster points are used in EYFS, fortnightly star of the week assembly shares the good work, postcards are sent home when teachers recognise someone in their class has gone above and beyond, headteacher award in celebration assembly.

Summative Assessment

Summative assessment takes a snapshot of learning which establishes what a child can do at a given time. These strategies are used in school:

Statutory Assessments – pupils are assessed at the end of Key Stage 1 and Key Stage 2 through National Tests. These provide a summative end of key stage attainment result and can be compared to national outcomes. Children in Reception are assessed on entry using statutory baseline assessment.

Pupils in Year 1 are assessed in June using the Phonic Screening Check.

Pupils in Year 4 are assessed in June using the Multiplication Check.

This data is shared with the Local Authority at the end of the school year.

Non-statutory assessment – commercially produced assessment tests (NFER) are administered each term to evaluate attainment against year group expectations in the national curriculum. Data from these assessments are shared with children and parents/carers in the termly Learning Passport.

Tracking and recording attainment and progress

EYFS

- Prior to entry into EYFS, staff have discussions with feeder settings and parent/carers. Early Years Advisory, SENDCO and our EYFS lead go to visit the children in their home.
- Termly data submitted across 17 areas (Met, Has Not Met)

- Progress and attainment shared with stakeholders
- Little Wandle assessment every 6-8 weeks
- Termly parent/carer consultation
- Termly Pupil Progress Meeting

Year 1

- Pupils assessed across the NC in all areas of the curriculum using Insight
- Little Wandle assessment every 6 – 8 weeks
- Hot Write writing assessment
- Termly NFER assessments (Maths, Reading, Grammar)
- Termly data submitted (W, R, M, GPS) (B, WTS, EXS, GDS)
- Foundation subjects assessed using Insight
- Progress and attainment shared with stakeholders
- Termly phonic screen check assessment
- Termly parent/carer consultation
- Termly Pupil Progress meeting

Year 2

- Pupils assessed across the NC in all areas of the curriculum using Insight
- Little Wandle assessment every 6 – 8 weeks
- How Write writing assessment
- Termly NFER assessments (Maths, Reading, Grammar) & previous KS1 SAT tests
- Termly data submitted (W, R, M, GPS) (B, WTS, EXS, GDS)
- Foundation subjects assessed using Insight
- Progress and attainment shared with stakeholders
- End of KS1 SAT
- Termly parent/carer consultation
- Termly phonic screen check assessment for children who didn't pass the screening in Year 1

Year 3, 4, 5

- Pupils assessed across the NC in all areas of the curriculum using Insight
- Hot Write writing assessment
- Weekly spelling assessment
- Termly NFER assessments (Maths, Reading, Grammar)
- Termly data submitted (W, R, M, GPS) (B, WTS, EXS, GDS)
- Foundation subjects assessed using Insight
- Progress and attainment shared with stakeholders
- Year 4 Multiplication Check
- Termly parent/carer consultation

Year 6

- Pupils assessed across the NC in all areas of the curriculum using Insight
- How Write writing assessment
- Weekly spelling assessment
- Termly NFER assessments (Maths, Reading, Grammar)
- Termly data submitted (W, R, M, GPS) (B, WTS, EXS, GDS)
- Progress and attainment shared with stakeholders
- Foundation subjects assessed using Insight
- End of Key Stage 2 SATs (Reading, Maths, Grammar)
- Termly parent/carer consultation

Pupil Progress Meetings

Pupil progress meetings are designed so that the progress of individuals and groups can be discussed with the Assessment Lead. This enables staff to share approaches to supporting children's learning, but also ensures accountability for attainment and progress. Following the meeting, staff adapt and amend planning, intervention groups, address concerns about individual children or children within vulnerable groups (B, G, FSM, PPG, SEND, EAL).

Tracking

All staff enter data onto an excel spreadsheet by 9am following assessment week.

The Deputy Head Teacher enters data onto Insight Assessment Tracking and uses data entered to run reports to show attainment and progress of each cohort. This is analysed for trends and concerns across school and used as a basis of Pupil Progress Meetings. The maths Lead, Writing Lead, Reading Lead, EYFS Lead and SEND Lead meet to analyse the data for their subject. Within the data analysis there is a focus upon:

- Gender variation in attainment or progress
- Children in receipt of PPG funding
- Children in Care
- Service children
- Children with SEND
- Higher attaining pupils
- Children with different Ethnic backgrounds
- Children with English as an Additional Language

Moderation

- In school moderation is part of the Professional Development cycle for teachers. Within phase and year group, teachers bring along a sample of work for an agreed subject and judgements are discussed. This can include creating a portfolio of samples of agreed expected standards.
- SDG moderation. Each term there is a subject focus for our group of schools to moderate Maths, Writing, Reading & EYFS. This is led by an advisor and split for specific year groups at points in the term.
- LA Moderation on a cycle within the LA, the school will be selected for moderation of SATs or EYFS.

Evaluation of data

Termly data is scrutinised by the Assessment Lead and Headteacher. Trends and concerns are evaluated and feed the ADP. This information is shared with Governors through the Head's Report each term. At the end of the year, the data from SATs, along with Y4 MTC, Phonics data, EYFS GLD results and internal tracking data across school is used by the Assessment Lead and Headteacher to evaluate school strengths and areas for development. These, along with other monitoring, feeds into the ADP for the subsequent year.

Parental/Carer Consultation

Parent/carer Conversation Meetings take place each term. They are used to share information about attainment in relation to age related objectives, and compared to national, progress a child has made, and their effort in learning. Parents/carers are able to view children's work and classroom, look at pupil children's target sheets within books and share test results as applicable. In the Summer Term, following the Annual Report to Parents/Carers, there is a less formal open evening to view work from the year and talk to staff. If a more specific meeting is required, this can be booked with staff.

Through the year, all staff are available for more informal meetings to discuss progress concerns or any other aspect of learning. These may be called by staff or parents/carers. There are informal opportunities to share in learning during each term, through open afternoon sessions, or opportunities to share in lessons.

In the summer term, there will be the end of year annual report which details the levels for all subjects taught on the National Curriculum. End of Key Stage SAT results, Phonics tests in Year 1 or retakes in Year 2, Y4 MTC, EYFS attainment and attendance records are also included.