



# Assessment Policy

Adopted: Summer 2023  
Review: Summer 2026

# **The Eveleigh LINK Academy Trust Assessment Policy**

## **1 Introduction**

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents/carers regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

## **2 Aims and objectives**

- The aims and objectives of assessment in our trust are:
- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

## **3 Planning for assessment**

### **3.1**

We use the school's curriculum to guide teaching. In this plan we set out the aims, objectives and values of our trust and give details of what is to be taught to each year group.

### **3.2**

We use the National Curriculum to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level

of attainment, be it emerging into the current year group, working at the current year group or exceeding the current year group.

### **3.3**

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our weekly lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

## **4 Recording**

### **4.1**

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

### **4.2**

We plan our lessons with clear learning objectives. We use our annotated lesson plans as a record of progress measured against learning objectives.

### **4.3**

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

### **4.4**

We hold progress meetings to discuss the progress of each child and the assessments of each teacher in reading, writing and mathematics.

### **4.5**

The teachers use the National Curriculum objectives, Early Learning goals and key skills to inform their teacher assessments. Teachers provide the Headteacher with termly assessment results in reading, writing and mathematics for each child as well as for subjects other than English and mathematics.

#### 4.6

Teachers use AfL (Assessment for Learning) to continually assess the children's progress. Teachers use clear targets, success criteria, annotated plans and learning objectives.

#### 4.7

The children are assessed throughout their time within The Eveleigh LINK Academy Trust via teacher assessments. However, the following formal statutory tests are administered annually:

- Year R Good Level of Development
- Year 1 Phonic Screening Check
- Year 2 Standard Attainment Tests
- Year 4 Multiplication Test
- Year 6 Standard Attainment Tests

## **5 Reporting**

### **5.1**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

### **5.2**

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against the targets. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year (see next paragraph).

### **5.3**

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We also include a space for parental feedback.

## **5.4**

In reports for pupils in Year 2 and Year 6 we also provide details of the progress achieved in the national tests.

## **5.5**

We offer parents of pupils in Year R the opportunity to discuss the results of the Baseline Assessment with their child's teacher as well as the progress made against the 17 early learning goals.

## **5.6**

Each of our teachers gives parents a termly update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

## **5.7**

Each term the schools report to the standards committee where assessment information from the school is discussed. Strategies are put in place to improve outcomes for pupils across the trust and monitored by the standards committee.

# **6 Feedback to pupils**

## **6.1**

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.

## **6.2**

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at

the children; quite often we write something that is useful to both parents and teachers.

### **6.3**

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

### **6.4**

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

### **6.5**

We allow time at the beginning of each lesson for the children to absorb any comments written on their work and answer questions which are provided by the teachers to extend learning and challenge the children. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

## **7 Consistency**

### **7.1**

All subject leaders assess examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

### **7.2**

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

## **8 Monitoring and review**

### **8.1**

Our Trust board is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The CEO uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom. Reviewed every three years.