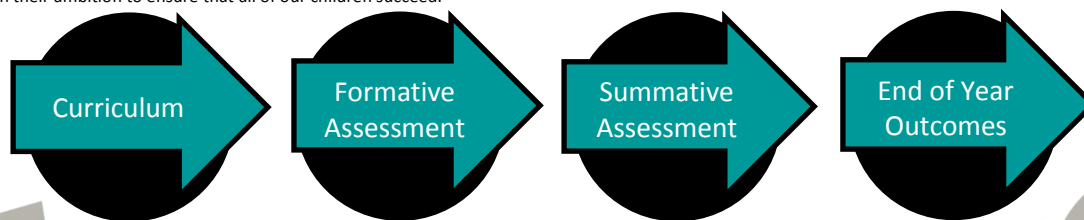


# Assessment Policy

## High Aspirations ○ High Standards ○ High Attainment

New Wave Education believes that assessment is fundamental in enabling teachers to extend and challenge our children's learning, supporting them in reaching their full potential. New Wave Education schools incorporate assessment into their teaching strategies as an integral part of teaching and learning. Assessment gives New Wave teachers a whole school framework in which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, next steps for individual pupils, resources, support, whole school objectives and professional development.

Our assessment systems complement our curriculum, ultimately supporting its development and growth. The types of assessment used in our classrooms give our teachers the information they need to succeed in their ambition to ensure that all of our children succeed.



### Formative Assessment

Formative Assessment (Afl) is a powerful way of raising pupils' attainment. New Wave teachers use formative assessment as a tool to:

- Inform short term planning
- Develop lessons and teaching
- Measure progress and learning before, during and after lessons
- Enable personalised learning, identifying gaps and addressing these
- Identify appropriate teaching strategies and learning styles

New Wave teachers use feedback and dialogue to inform them of pupil progress, as well as to build a personalised and challenging discussion between themselves and the teacher. Verbal feedback engages the pupil and is designed to support, encourage and challenge. Open ended questions provoke deep responses, encouraging reflection and challenge. As teachers, we use a style known as 'Depth of Knowledge' to increase the level at which pupils need to respond to the questions posed.

We are committed to developing and using AFL strategies throughout our teaching in order to tailor lessons to meet the needs of each child individually. Teachers are encouraged to develop strategies such as 'think, pair, share' and 'stretch it' to challenge the children.

### Summative Assessment

Summative Assessments (AoL) are measures of the children's learning at certain points in the school year. They are an essential tool for informing parents and teachers of a child's attainment and progress. These inform whole school target setting and prediction of a cohort's future attainment.

New Wave Summative Assessments include:

- Baseline Assessments on entry to Nursery and Reception (EExBA)
- Termly and End of Year Assessments (GL Assessment PT Maths and PT English)
- Cognitive Ability Tests taken by Year 6 children to support with the allocation of secondary placements based on SATs predictions

Summative Assessments

- Identify attainment through one off standardised tests at any given point
- Record performance in a specific area at a specific date
- Provide age standardised information
- Provide end of key stage test data upon which the schools are judged
- Ensure statutory assessments are met
- Provide information about cohort areas and strengths and weaknesses

### Diagnostic Assessment, EYFS & SEN

Diagnostic assessments are repetitive measures which allow New Wave teachers to be certain of individual children's learning profile. These might include:

- Ongoing observations of those in Nursery and Reception as well as children on the SEND register for the purpose of tracking progress and case studies
- NEW Wave SENCos carry out clear analysis of pupils needs, taking into account ongoing formative and summative assessments as well as views of all stakeholders
- EHCP and IEP Reviews in order to set and review targets
- Handover Meetings and Pupil Attainment Reviews held throughout the academic year to set up strategies and interventions of support
- On Entry Assessments of pupils new to the school to ensure immediate and appropriate provision
- Daily Supported Reading, Running Records, HFW Reading and Spelling Tests and STAR Tests tracking reading progress and supporting with regrouping for RWI and SFA

Diagnostic assessments support New Wave teachers with their understanding of current situations and the required actions in order to support their children in meeting the expected standards for the end of each year.

### Evaluative Assessment

Evaluative Assessment is performance information which is used to benchmark New Wave schools against other schools both locally and nationally.

These assessments include:

- Foundation Stage Profiles
- Year 1 and Year 2 Phonics Screening Check
- Key Stage 1 and Key Stage 2 End of Year Assessments
- PT in Maths and English

These assessments each measure our pupils against national standards and end of year expectations. This information is shared with parents, governors and other stakeholders as well as being published nationally.

### Developing Mastery in Assessment

New Wave teachers have an understanding that the term 'mastery' denotes a focus on achieving deeper understanding of fewer topics through problem solving, questioning and encouraging deeper thinking. New Wave teachers believe that all children can achieve high standards and that the purpose of assessment is not differentiation but to ensure all children have grasped the fundamentals of the necessary content.

New Wave teachers fully embrace that 'mastery' in the new curriculum is an emphasis on deep, secure learning for all, with extension of able students rather than accelerating them.

Teachers assess mastery through formative questions with different aspects of the content being assessed. Questions can be used to uncover a pupil's reason behind their answers which can be further used to explore the concept at greater depth and identify and address any misconceptions. These questions are posed through:

- DOK style questions in feedback, which provoke reasoning
- Open ended questions in marking with challenge explanation
- AFL strategies, such as 'Exit Cards', 'Cold Call' and 'Individual Whiteboards'
- KWL grids and Learning Challenge Cards

### Tracking System

New Wave teachers understand that pupils' performance information is collected termly and the reason behind this collection. Information is collected and entered into an online database which provides charts and tables highlighting strengths and areas for development. Information gathered is a culmination of both formative and summative assessment data with teachers.

New Wave Schools are clear on the importance of data collection and understand why pupils are being assessed at different stages of their learning.

New Wave Schools use an assessment tracking system which tracks attainment and progress throughout the school year. This system constitutes six steps which are clearly linked to the national curriculum.

1. Emerging
2. Emerging Plus
3. Developing
4. Developing Plus
5. Expected
6. Mastering



New Wave teachers meet halftermly to cross moderate evidence before reaching final judgments. Senior and subject leaders facilitate 'Moderation Workshops' ensuring consistency, validity and accountability.

### Autumn 1

- On Entry Judgments for Foundation Stage Profile in Nursery and Reception (EExBA)
- On Entry Pupil Attainment Reviews
- Senior Leaders Analyse End of Key Stage Performance Information (SATs Data)
- Launchpad For Language in Reception Classes
- Class Profiles Updated and End of Year Targets Set
- Phase Group Assessment Moderation Meetings
- PT English and Maths Tests Completed and Class Tracking 1-6 Completed
- PSHE Mind Mapping/IPC Learning Challenge Cards
- Ongoing Writing Formative Judgments

### Autumn 2

- Class Profiles Updated
- Pupil Progress Reviews/Intervention Impact Evaluations
- SEN Reviews/SEN Intervention Reviews (METs)
- Phase Group Assessment Moderation Meetings
- Class Tracking 1-6 Reviewed – Professional Judgments
- Parent Consultation Meetings
- PSHE Mind Mapping/IPC Learning Challenge Cards
- HFW Reading and Spelling Tests
- Year 6 Mock Tests

### Spring 1

- PT English and Maths Summative Assessments (Y1, Y3, Y4 and Y5)
- Year 2 and Year 6 Mock SATs
- Phase Group Assessment Moderation Meetings
- Class Profiles Reviewed
- PSHE Mind Mapping/IPC Learning Challenge Cards
- Pupil Progress Reviews/Intervention Impact Evaluations
- Ongoing Writing Formative Judgments
- Mock Phonics Screening Checks

  
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### Spring 2

- Class Profiles Updated
- Parents' Consultation Meetings
- Class Profiles Updated and End of Year Targets Reviewed/Tracking
- SEN Reviews/SEN Intervention Reviews (METs)
- Phase Group Assessment Moderation Meetings
- PSHE Mind Mapping/IPC Learning Challenge Cards
- Year 6 Mock SATs

  
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### Summer 1

- Phase Group and Cross Phase Assessment Moderation Meetings
- End of Year Reports Produced
- Class Handover Forms Completed
- Year 6 SATs
- Year 2 SATs
- Local Authority SATs Moderation Meetings for Reception, Year 2 and Year 6
- PT English and Maths Summative Assessments (Y1, Y3, Y4 and Y5)
- PSHE Mind Mapping/IPC Learning Challenge Cards

### Summer 2

- KS1 Phonics Screening Check
- Class Profiles Updated
- Pupil Progress Reviews
- SEN intervention trackers reviewed
- Report EYFSP to Local Authority
- Report KS1 Phonics Screening Check Assessment results to Local Authority
- Report Years 2 SATs Performance Information to Local Authority
- PSHE Mind Mapping/IPC Learning Challenge Cards
- End of Year Reports Given to Parents
- Class Handover Meetings