



Leigh Academy
Paddock Wood

Assessment Policy

2025/2026

Document title: LAPW Assessment Policy
Version number: 1
Policy Status: draft
Date of Issue: September 2025
Date to be revised: September 2026

Introduction

Leigh Academy Paddock Wood (LAPW) is an IB World School, offering the Primary Years Programme (PYP). Our approach to assessment reflects the philosophy and objectives of the programme. The main objective of assessment at Leigh Academy Paddock Wood is to provide students with feedback on their learning, in order to allow students to learn and improve further. Teachers are expected to use different assessments to inform their planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning.

This document aims to ensure that assessment supports learning, informs teaching, and facilitates improvement in outcomes for all our students.

“How will we know what we have learned?”

‘Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. The prime objective of assessment in the PYP is to provide feedback on the learning process.’ (Making the PYP Happen, 2009, International Baccalaureate)

IB Types of Assessment



Figure 1 Weighting of assessment types

Monitoring: To assess students' performance by continuous observation, checking of student progress over time and identifying areas for improvement.

Documenting: Recording evidence of learning in various forms (e.g., written, photographic, digital portfolios).

Measuring: Assessing the importance, effect, or value of a child's learning at particular points. While this involves "measurement," it's not solely about grades or scores.

Reporting: Communicating learning progress to students, parents, and the wider academy community.

LAPW Aims of Assessment

1. To Support Learning

To provide information that will support teachers in planning and delivering effective lessons tailored to the needs of all learners.

2. To Monitor Progress

To assess individuals students' performance in order to monitor and identify areas of improvement.

3. To Inform Parents

To communicate effectively with parents regarding their child's progress, achievements, and areas for development.

4. To Reflect Educational Standards

To ensure that assessments practices reflect high expectations and standards in line with local and national benchmarks

Types of Assessments

Formative Assessment

Definition

Ongoing assessments conducted during the learning process to provide feedback and guide improvements

Most of the ongoing assessment at LAPW is formative in nature, meant to inform planning and instruction. Formative assessment is assessment for learning and plays an integral part in the teaching and learning cycle. This takes place during the lesson through effective questioning, pupil conferencing and verbal feedback.

Methods of Formative assessment

- Observations
- Questioning
- SOLO Taxonomy
 - At LAPW, SOLO taxonomy is used within our assessment process for the foundation subjects, which describes increasing complexity in students' thinking and understanding. Students move from factual, to knowledge-based thinking, to conceptual and abstract thinking and understanding. SOLO taxonomy starts with students collecting ideas, facts or knowledge, before progressing to more sophisticated and demanding levels of thinking where they are required to process the information to make connections, conceptualise and transfer their understanding. In order to assess the Foundation Subjects, SOLO taxonomy will need to be planned for and used to assess which level the children are working at. This will be recorded and monitored by teachers and subject leads throughout each module. This will be recorded on the Foundation Subject Framework (FSF) Tracker.

- Peer and Self Assessment
 - Students at LAPW are given regular opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in setting criteria for work to be assessed against.

Summative Assessment

Definition

Assessments that evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessment tasks are designed to give information on what students can do, know and understand as well as the next steps the students need at the end of a unit of work and key stage inline with the curriculum expectations and government assessments.

Methods of Summative Assessment

- End of module tests
- Standardised assessments (e.g., KS2 SATs)
- Teacher assessments based on student work and performance
- Reception baseline in Year R
- Good Level of Development in Year R
- Phonics screening in Year 1
- Phonics Retake screening in Year 2
- LAT Common Assessment in Year 2
- Multiplication check in Year 4
- KS2 SATs in Year 6
- Moderation in-academy and across the Trust

Diagnostic Assessment

Definition

Tools used to identify students' strengths and weaknesses at the beginning of a learning unit.

Methods of Diagnostic Assessment

- Pre-assessment quizzes
- Key Stage Assessments

Feedback

Quality feedback, in a variety of ways, is provided in a collaborative approach to support and encourage our students in their efforts so that continuous progress is maintained, in turn helping to further develop self-esteem and resilience. We prioritise in-the-moment feedback in order to capitalise upon misconceptions and inquisitive thinking which is proven to motivate and also enhance retention. We believe that pupil voice is integral to effective and impactful feedback and thus all feedback must involve them in order to help them to learn and to enhance independent learning.

The sole focus of feedback is to further children's learning.

Repeated high frequency spelling mistakes (or those integral to the unit of inquiry or subject matter) need to be identified with a line drawn underneath in blue biro by the Teacher and/or LSA to ensure they are addressed and progress is made. Children should be encouraged to identify their spelling mistakes with their peers whilst conferencing. Children edit the spelling in the margin on the line of the spelling mistake.

If full sections of text need editing, improving and re-writing then the children should identify the section for rewriting in the margin and then re-writing in the next convenient space in green pen.

Feedback should empower children to take ownership for improving their own work and should not be seen as the job of the adult.

Children should receive feedback in the lesson and children should be prompted to edit and improve with their green pen wherever possible.

Feedback is part of the academy's wider assessment processes which aim to provide an appropriate level of challenge to students in lessons, allowing them to make good progress.

Quality feedback includes:

- Conferencing
- Editing and Redrafting
- Teacher assessment of skills
- Self-assessment
- Peer-assessment

Roles and responsibilities

Assessment Lead

Oversee the implementation of assessment policies, ensure compliance, facilitate training for staff, and maintain standards across the academy.

Teachers

Responsible for employing various assessment strategies, documenting pupil progress and reporting outcomes to the Assessment Lead.

Senior Leadership Team

Support the assessment strategy, analyse assessment data to inform academy improvement and maintain standards.

Data Management and Analysis

Data will be collected every module and analysed at both cohort and individual levels.

Regular meetings will be held to discuss progress data, identify trends, and implement necessary changes to improve practices.

A secure system for tracking assessments will be maintained, ensuring confidentiality and data protection compliance.

Reporting to parents

Parent Teacher Consultations

Parents are invited to meet with their child's teachers to discuss academic progress of the student twice a school year. Consultations are 10 minutes with the class teachers. Teachers share evidence of progress and strategies forward, as well as address ways in which parents can support their child at home.

Mid year Reports

Parents will receive a concise mid-year report designed to provide a clear snapshot of their child's academic progress. This brief overview will highlight key strengths and areas for development across subjects, offering valuable insights into their learning journey. Intended as a supportive communication, this report will help parents understand their child's current academic standing and prepare for further discussions at upcoming parent-teacher conferences.

End of Year Reports

Formal, comprehensive written reports are written by teachers using the overall expectations of the LAPW Programme of Inquiry. These include the skills they have developed across the year; the skills that they need to develop further and the ATL skills. Parents are then invited to discuss these reports (at an additional parent/teacher conference) with class teachers if they would like to.

Inquiry Books and Floor Books

Students at LAPW maintain an Inquiry book throughout each unit of inquiry. Any and all work that contributes to the understanding of the Transdisciplinary Theme and Central Idea are included and designed to reflect the process of learning as well as progress and learning outcomes. Work completed on Chromebooks is attached to the Class Digital Floorbook or on the shared drive, and photographs of key learning experiences are also included where possible. Once a module, parents/carers are invited to view these books/floorbooks as part of learning showcases. During these showcases, there is the chance to see work from across the academy so as to show how the learning progresses and the children then have the opportunity to sit with their parents/carers to look at their work and discuss their learning.

Inclusion

Assessment practices will be inclusive, employing a range of strategies to ensure that all students, including those with additional needs, can demonstrate their understanding and progress.

Reasonable adjustments will be made for students with Special Educational Needs and Disabilities (SEND) in accordance with the academy's SEND policy.

Student Agency in Assessment

A key aspect of PYP assessment is fostering student agency. Students are actively involved in the assessment process through self-assessment, peer assessment, and co-constructing success criteria. This empowers them to take ownership of their learning and understand what constitutes quality work.

Review and Evaluation

This policy will be reviewed annually and updated as required. Feedback from staff, students, and parents will be an integral part of this review process.

The evaluation of the assessment policy will focus on its impact on student learning, achievement and well-being.