

# RIVERSDALE PRIMARY SCHOOL

# Assessment Policy



At Riversdale Primary School, we believe that the key aim of assessment is to *support* teachers in planning for pupil achievement and progress.

Class teachers, Special Educational Needs Co-Ordinator (SENCO) and the Headteacher have overall responsibility for this policy. All teachers are expected to assess, record and report the achievements and progress of the children in their class.

They will also:

- Assess children's work on a continual, daily basis and use the results to inform planning
- Help children take their learning forward by ensuring high quality marking of work in line with the marking and feedback policy
- Regularly record results in a clear and accurate manner thus ensuring continuity and progression
- Report highlights of achievement and progress in a clear, succinct and informative manner
- Share results with co-ordinators for subject monitoring via Target Tracker or alternative means (subject dependent)
- Share key results with children and parents throughout the year and explain the significance of them.

### **Strategies Assessment Strategies fall into two categories:**

#### 1) Formative Assessment:

This is assessment that takes place every day within classrooms, across the school site and between all adults working with learners. It is the process of discussing, observing and feeding back to a learner at any point during the learning process.

Assessment for Learning (AfL) means using evidence and feedback to identify where learners are in their learning, what they need to do next and how best to achieve this. In practice, this means obtaining clear evidence about how to drive up individual attainment; developing understanding between teachers and learners on what they need to improve, and agreement on the steps needed to promote sound learning and progress. Research indicates that 'Formative Assessment strategies raise standards of attainment' (Black & William 1998). Shirley Clarke of the University of London has broken down this research into five key areas:

- Planning – clear learning objectives, success criteria, differentiation and greater depth activities are identified within lessons (either through planning or in TIP Books)
- Sharing Learning Objectives – ensures focus and encourages pupil involvement in their own learning.
- Pupil Self-Evaluation – empowers pupils to realise their own learning needs and targets; provides the teacher with essential information.
- Quality Marking – tracks progress diagnostically, informs pupils of success and weakness and provides clear targets for improvement (see separate paragraph).
- Target Setting – ensures pupil motivation and involvement in progress; raises achievement; keeps teacher informed of individual needs; provides a full record.

#### 2) Summative Assessment:

This is the formal testing or teacher analysis of what has been learned, in order to produce marks or grades, which may be used for records and reports of various types.

- Statutory End of Key Stage Tests (Year 6)
- SATs/Assessment Qualification Authority's analysis and Target Tracking feedback
- Half-termly assessment made against National curriculum statements in Reading, Writing and Maths (see below for more detail)
- Cognitive Ability Tests (Years 4 and 6)
- Special Educational Needs Individual Education Plans and analysis tools

- End of Unit Assessment
- Transfer of Records (KS1 to KS2 to KS3 / next teacher)
- Year Group Planning Meetings
- Target groups
- Standards Meetings
- Standardised reading and single word spelling tests twice per year

### **Half-termly Assessment of Reading, Writing and Mathematics:**

The new National Curriculum, introduced in September 2014, has set out clear expectations for what children should achieve by the end of each key stage and, for English and Maths, has provided guidance as to when this content should be covered. The statutory statements published in the National Curriculum show the end of year expectations. The expected end-of-year outcomes have been adapted to help support teachers in making their assessment judgments over each academic year; age-related 'Bands' (1-6). Each Band is comprised of formative statements that are shared with pupils and parents to help define and guide next steps in learning.

Target Tracker software is used in school to allow analysis of pupil achievement and progress. Each year Band has been broken down into six Steps: beginning (b), beginning plus (b+), working within (w), working within plus (w+), secure (s) and secure plus (s+). The three broader sections may be thought of in these terms:

- *Beginning* – pupil learning is chiefly focused on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.
- *Working Within* – pupil learning is fully focused on the criteria for the band. This is a teacher best fit decision but could be informed by statement assessments between around 40% and 70% achieved.
- *Secure* – confidence in all of the criteria for the band. There may be pupil learning still focused on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

At appropriate intervals, teachers select a step to show where each pupil is working. In exceptional circumstances, teachers may assess a child outside of their band in consultation with Senior Leadership. To meet age related expectations, children should reach the working within + (w+) step by the end of the appropriate year. To move from this in one band to the next is 6 steps over 6 half terms. Therefore, this equates to 1 step or 1 point of progress each half term.

Secure and Secure + effectively represents the consolidation of the band and, while pupils will still need to pass through it in the following year, it allows the school to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. Secure + demonstrates the foundation from which a pupil may proceed onto the criteria in the following band.

The school accepts that some statements in each Band carry more weight or importance than others. These are highlighted to staff as Key Performance Indicators (KPIs). It is expected that a pupil must achieve the majority of KPIs in a Band by the end of the academic year.

### **Use of Target Tracker:**

Target Tracker has historically provided a reliable and effective way of tracking and analysing the progress and attainment of pupils. Target Tracker continues to represent the best way to demonstrate progress and attainment in a form that is acceptable to teachers, SLT, parents, governors, the local authority and Ofsted.

It is vital that we have a robust, workable and informative assessment system that can demonstrate the positive impact of teaching and learning on the progress of pupils.

### **Moderation:**

Periodically, teachers undertake moderation and standardisation to ensure that judgements are in line with each other or with higher or lower year groups. From time to time the Senior Leadership Team (SLT) and subject leaders will undertake moderation activities across the whole school to ensure that standards are being met and progression is visible from year to year. Meetings may also be held each academic year with other local Primary schools where the focus is on moderation within subjects or year groups.

Moderation may also be expected by external authorities in order to validate teachers' assessments, including the local authority. Target Tracker contains examples of work in reading, writing and maths that have been annotated and have commentary attached to demonstrate the National Curriculum expectations that are being met. These are designed to help teachers judge where a child is working against National Curriculum expectations. Year 2 and 6 teachers participate in regular local authority moderation activities to ensure that teacher assessments are robust and in line with national curriculum expectations.

SEN Assessing at an early stage is essential to ensure that we effectively help children to overcome difficulties. Progress for all children identified as needing support that is 'additional to or different from' the provision that is made for all children through Quality First Teaching, will be monitored regularly against their support plan targets. Both formative and summative assessments will be carried out rigorously to ensure the child's needs are being met. See 'Special Needs Policy' document for more details.

### **Equal Opportunities and Inclusion:**

We aim to ensure that there are opportunities for children of all abilities to complete appropriate assessment tasks, free from stereotyped or biased expectations such as those relating to gender, proficiency in English, special educational needs and/or socio-economic deprivation. Analysis of assessments will explore the attainment and progress of a range of key groups, and this will be monitored in order to inform teaching and learning. See 'Inclusion Policy' document for more details.

### **Marking:**

The marking of children's work has a unique place in the general process of assessment. Regular marking of work will lead to good quality progress and assessment, and research shows that instant feedback has the greatest impact on standards. As a result, marking at Riversdale Primary School will meet the needs of the individual children and therefore be delivered in the most appropriate means as decided by the class teacher. This may be verbal or written and be done by the teacher, peers or by the child themselves (facilitated by the teacher). Marking should motivate, praise achievement or comment on a particular feature such as grammar, spelling or presentation.

The marking system at Riversdale should:

- Be consistent throughout the school
- Reflect the needs of the individual child
- Show value to each piece of work
- Be positive and constructive, giving each child a sense of direction in their work
- Be easy to follow and to understand
- Be completed with the child, whenever possible; where this is not possible, the child's attention should be drawn to any corrections that are necessary
- Be linked to a child's self-correction and editing
- Show that marking is clearly linked to the lesson's objective

## **Procedure:**

The child and the teacher should be clear about what is being assessed – hence marking to each objective. The learning objective should be written at the beginning of a piece of work. Teachers or Teaching Assistants should provide comments, scaffolding prompts, ideas for extension, 'Next Step' suggestions or other helpful annotations *where appropriate*. Stamps may be used to indicate where a child has received verbal feedback, and where they have received support from the Teacher or LSA this should be indicated on the Learning Objective. Annotations for errors such as misspelt words will follow the "Marking Codes" practice and be noted in the margin. Corrections will only be given if it is appropriate.

Repeated errors should be underlined with the child self-correcting, wherever possible. Teachers should use discretion and judgement in correcting the number of spelling mistakes they feel a child can cope with at one particular time. Marks or comments should be made using green pen. Pupils should be encouraged to self-evaluate their learning using purple pen and this should become more independent as the year progresses. Neat presentation is to be encouraged and rewarded in all subjects.

- Assessment is carried out in all subjects
- Assessments, records and reports are to be given to School Assessment Leader, SENCO or Headteacher at given times (as per assessment timetable)
- Parents are invited to attend meetings with class teachers, once during the autumn term and once during the spring term. Comments may be written by teachers, shared with attending parents or sent home to parents who are not present at these meetings.
- Full reports, which contain details of achievement, progress and future targets are to be sent to parents at the end of the academic year

## **Assessment Co-Ordinator:**

The school has an assessment co-ordinator whose role it is to:

- maintain the school's assessment policy and guidelines in consultation with the staff
- be responsible for the evaluation and regular updating of such guidelines, including the assessment timetable
- ensure that assessment procedures are clear to all staff
- ensure that assessment procedures are being carried out in line with school policy
- set targets for improvement, with the SLT
- liaise with Year 6 teachers to collate transfer of information to Secondary schools
- develop and co-ordinate school-based formal assessments
- ensure that statutory tests are carried out according to published regulations
- monitor the performance of children and groups of children
- manage the budget allocated to assessment
- order, maintain and store assessment resources
- attend and recommend appropriate courses, promote school-based in-service training and be familiar with current research and statutory requirements
- analyse end-of-year test results and produce reports for SLT and governors as required

## **Monitoring and Evaluation:**

The governing body, in partnership with the Headteacher and Assessment Coordinator, determines the school policy for assessment. The Headteacher and Assessment Coordinator are responsible for working with staff to devise, monitor, evaluate and review procedures for assessment. Class teachers are responsible for carrying out the agreed procedures for assessment, all according to the assessment timetable that will be adjusted and updated each academic year.