

RIVERSDALE PRIMARY SCHOOL

Assessment Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



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

The Deputy Headteachers and the Headteacher have overall responsibility for the development of this policy, whilst all teachers are expected to implement this by assessing, recording and reporting 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 feedback 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 subject leaders through accurate data input on Insight Tracking (where applicable);
- Share key results with children and parents throughout the year and explain the significance of them.

STRATEGIES ASSESSMENT STRATEGIES FALL INTO TWO CATEGORIES:

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 to adapt teaching to best to achieve this. In practice, this means obtaining clear evidence about how to drive 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 (this can be provided to the child through verbal feedback);
- **Target Setting** – ensures pupil motivation and involvement in progress; raises achievement; keeps teacher informed of individual needs; provides a full record.

Running concurrently is the concept of Assessment as Learning (AaL). AaL builds upon the philosophy of Assessment for Learning, with a greater emphasis placed on feedback and metacognition. Students learn about themselves as learners. The key to unlocking this metacognitive strategy is to equip learners with the tools to understand, interpret and act upon feedback. It creates reflective students who have the agency to decide on their next learning step.

Strategies include, but are not limited to: regular peer and self-assessment, regular and challenging practice, allowing students to question their own learning and creating an environment where taking chances and risking being wrong are promoted.

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. This fits best within Assessment of Learning (AoL).

- Statutory End of Key Stage Tests (Year 6),
- SATs/Assessment Qualification Authority's analysis,

- Termly NFER assessments in Reading, Maths and GPS which are standardised and comparable to other schools nationally,
- Cognitive Ability Tests/Wandsworth Test (Year 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,
- Pupil Progress and Data Meetings,
- Standardised reading and single word spelling tests three times per year.

USE OF INSIGHT TRACKING

Insight tracking provides a reliable and effective way of tracking and analysing the progress and attainment of pupils 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.

TERMLY ASSESSMENT OF READING, WRITING AND MATHEMATICS

The National Curriculum 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. Each year group is comprised of Age Related formative statements that are shared with pupils and parents to help define and guide next steps in learning.

Insight Tracking is used in school to allow analysis of pupil achievement and progress. For each formative statement, or objective as they are referred to on Insight Tracking, the teacher will assess the child on a scale of 0-3.

0: Where the content/skill has been taught, but has not yet been understood by the child.

1: There is some evidence within the child's work that they have grasped the concept and can apply it in a limited manner. They are not yet deemed secure.

2: The objective has been secured. The child is able to apply the concept confidently.

3: The child is working at greater depth. This signifies that the child is able to confidently apply the concept in a variety of contexts without support.

Staff are able to input this data in a way that suits their workload, but the majority of staff do so, as and when an objective is taught.

Once the teacher has assessed the children against the *taught* statements, they will be able to make an overall judgement, against Age Related Expectations, as to how the child is achieving against the Age Related Expectations. The judgements, which are colour coded and correlate with the 0-3 scale to reduce workload and improve accuracy, are:

- **Below** (majority 0/Red),
- **Just Below** (majority 1/Orange),
- **On-Track** (majority 2/Green),
- **Greater Depth** (majority 3/Blue).

It is important to note that children are *only* assessed against what they have been *taught*; therefore an ideal trajectory for a child is to remain "On-Track" throughout the year. This demonstrates that they have progressed through the curriculum, adding to their subject knowledge in a way that is secure.

In exceptional circumstances, teachers may assess a child outside of their year group in consultation with Senior Leadership.

The school accepts that some objectives in each year group 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 their year group by the end of the academic year.

NFER TERMLY ASSESSMENTS

As the use of robust assessment is an important part of effective teaching and learning, assessment forms an integral part of what we do. At Riversdale, we make use of the Termly Assessments developed by The National Foundation for Educational Research.

The NFER Tests range is:

- the end result of extensive review, trials and analysis
- written in-house by a team of assessment experts
- written in collaboration with teachers
- based on a deep knowledge of children's development and curricula.

Class teachers administer these assessment in-line with the clear guidance from NFER and make use of the Question Level Analysis tools to identify specific areas for development, using this to inform their planning for the remainder of the academic year.

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. 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.

SEND assessment 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 & FEEDBACK

The marking of children's work has a unique place in the general process of assessment. Regular feedback 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 and feedback should motivate, praise specific achievements or comment on a particular feature such as grammar, spelling or presentation.

The marking and feedback system at Riversdale should:

- 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,
- Be clearly linked to the lesson's objective.

PROCEDURE

- Assessment is carried out in all subjects, though for core subjects, this is captured through Insight Tracking;
- Assessments, records and reports are completed as per the 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 in conjunction with 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 assessment data 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.

This policy will be reviewed at least every three years, or earlier where required.