



Rudston Primary School

Assessment Policy

Date: September 2019

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved By Governors: September 2019

Review Date: Autumn Term 2021

Our Mission Statement:

To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Rudston Primary School

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

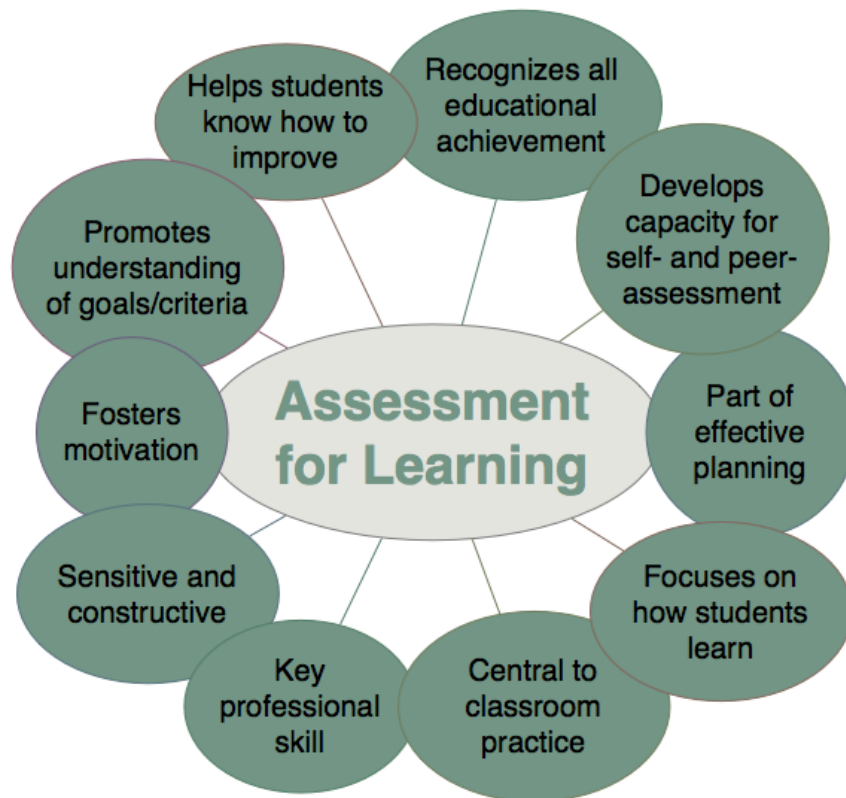
It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

3. Principles of assessment

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.



Purposes

The purpose of assessment in our school is to provide information: -

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and 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 track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the headteacher, deputy headteacher and SLT with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide phase leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

Staff Responsibilities

Headteacher

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To ensure that statutory requirements are met.
- To develop the procedures for pupil progress meetings.
- To co-lead pupil progress meetings with Assessment Lead
- To utilise assessment information to raise standards at a whole school level.
- To inform Governors about the school's performance on at least a termly basis.

Deputy Headteacher (Assessment lead)

- To collate and analyse assessment data using Otrack and utilise the information to support school improvement and thus raise standards at a whole school level.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To schedule pupil progress meetings on a half termly basis for teachers and senior leaders.
- To co-lead pupil progress meetings with headteacher

Assistant Headteachers

- To co-lead pupil progress meetings
- To utilise assessment information to inform them of the effectiveness of practice within their phase and to use this information to raise standards.

Subject Leaders

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

- Identify learning objectives to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a half termly basis in accordance with this policy and input this onto O Track
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept.

- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.D.) Coordinator are carried out for pupils with S.E.N and that Individual Pupil Profiles are maintained and regularly reviewed in accordance with the school's S.E.N.D. Policy.

Principles

The principles of assessment at this school are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve children in their own assessment.
- To keep manageable records.
- To keep governors informed about what the assessment information says about the performance of the school.
- To keep parents informed about their child's achievements and progress.

Process



4. Assessment approaches

At Rudston Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

We endeavour to achieve this by:-

- Informing pupils of the learning objectives and success criteria for each lesson.
- Questioning throughout the lesson in order to judge pupil understanding.
- Observations - either focused or interactive.
- Providing opportunities to review learning against the success criteria throughout the lesson through effective verbal feedback. (Do not stop the lesson too much through the lesson. Allow the children time to work over a sustained period of time and make progress)
- Involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis matched to the age and the individual needs of the pupil.
- Focused feedback using learning objectives and success criteria
- Sampling pupils' work
- Carrying out Class Track assessments (O Track formation assessment) to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Assessments of pupils' levels are carried out on a termly basis in order to track attainment and progress at an individual, group, class, year group, phase and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- Assessments are carried out using Development Matters in Autumn, Spring and Summer terms in the Foundation Stage.
- In KS1 and 2, National Curriculum level assessments are carried out in reading, writing and maths. Class Track assessments (O Track formation assessment) methods are used throughout the year.
- Pupils in Years 3-5 complete yearly NFER assessments in Reading, Mathematics, Grammar and Spelling which provide staff with standardised scores. This allows school leaders to monitor performance of pupils cohorts against age related standards.
- Class teachers ensure that assessment information is recorded on OTrack termly.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

The headteacher and Deputy Headteacher utilises the assessment data on O Track to carry out an analysis of the data each half term. This information is utilised to inform the :-

- o Pupil Progress meeting discussions,
- o School Self Evaluation,
- o Termly headteacher report to Governors,
- o School Development Plan

The headteacher adds to the class-teacher report and generates a termly whole school data report

Pupil Progress Meetings

These are held on a termly basis and are attended by the class teacher , Deputy Headteacher and the Headteacher

The focus of the pupil progress meetings is:-

- to discuss attainment and progress generally within the class using the termly data report to provide context and any additional information gained from the data analysis by the Deputy Headteacher
- set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

End of Year Assessments

A summative assessment is made at the end of each year in Reading, Writing, Maths and Science and the Parent reports indicate how well each pupil is attaining compared to the expected level using age related expectation (ARE).

Each child is also given an assessment level in the Foundation Stage subjects at the end of each year and this is entered into O Track

Assessment data is reported annually to the Local Authority/DFE at the end of:-

- o Reception
- o Year 1 (Phonics Screening Test)
- o Year 2
- o Year 6

Feedback

Feedback is used to raise achievement, set targets and help pupils to improve. Feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Feedback Policy for detailed information.*

Recording

A variety of recording systems are used which are manageable and purposeful.

Assessment data is recorded centrally on O Track

Assessment Moderation

Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.

Assessment moderation in Reading, writing and Maths is also carried out by subject leaders and if possible with subject leaders of other schools (through subject network meetings) in order to ensure consistency and against the standards materials.

Monitoring and evaluation

The Deputy Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

English and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutiny and planning scrutiny as part of this process.

Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

6. Reporting to parents

Reports to parents are given verbally at parents' evenings twice a year. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.

- Whether the child is happy, settled and behaving well.

Parent evenings are held twice a year to enable parents to see their child's work.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- We recognise and value all forms of achievement

Policy Written: Autumn 2019

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