

Ryarsh Primary School

Assessment Policy

1 Aims and objectives

1.1 Effective assessment provides information to improve teaching and learning. At Ryarsh Primary School, we give our children regular feedback on their learning so that they understand what they are doing well and what they need to do in order to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil.

1.2 The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand 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 provide regular information for parents that enables them to support their child's learning;
- to provide the school leadership with information that allows them to make judgements about the effectiveness of the school.

2 Planning for assessment

2.1 Children at Ryarsh Primary School follow the Early Years Foundation Stage (EYFS) in the Reception Year and the National Curriculum in Years 1-6. The national curriculum specifies programmes of study for each subject, setting out the 'matters, skills and processes' to be taught at each key stage.

2.2 At Ryarsh Primary School we also use our school's curriculum progression documents to guide our teaching. In these progression documents, we set out the aims and objectives of every subject for each year group. This adds detail to the content of the National Curriculum and ensures continuity and progression in children's learning as they move through the school.

2.3 Lessons are planned with clear learning intentions and success criteria. These show progression throughout the year and across all year groups and link to the attainment targets and curriculum progression documents. We strive to ensure that all tasks set are appropriate to each child's level of need. Our lesson plans make clear the expected outcomes for each lesson.

3 Assessment procedures

3.1 Effective assessment provides information to improve teaching and learning. At Ryarsh Primary School, we give our children regular feedback on their learning so that they understand what to do in order to improve. This allows us to base our provision on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to improve learning outcomes for all our children.

- 3.2** At Ryarsh Primary School we make use of both formative and summative assessment. Formative assessment is the ongoing assessment carried out by teachers during learning time. It helps teachers to re-shape and improve the learning process by providing a personalised and relevant approach for all children. Summative assessments provide us with a summary of different skills the children are able to apply. These assessments can help moderate judgements made and assist in helping to improve whole school and in-class provision. Summative assessment often occurs at pre-defined periods of the academic year, such as during SATs tests.
- 3.3** We use Target Tracker to input information on each child's progress through the relevant programme of study from the National Curriculum or EYFS. This then helps us to identify the progress of individual children and discuss this during review meetings.
- 3.4** Review meetings are held 6 times throughout the year, once in each term (Autumn 1/2 Spring 1/2, Summer 1/2). These meetings are attended by the class teacher, the Headteacher, and (where possible) the Deputy Headteacher and SENCo. During these meetings, the children's progress is discussed through analysis of data that has been collected over the period that a child has been at the school. Points for action are made, and specific areas of support are identified. These meetings are integral to enabling children to make progress that is at least in line with the national average.
- 3.5** At the review meetings, focus children requiring intervention will be added to their class's provision map. This allows us to track these children more closely, with a specific focus on the impact of the intervention that they are receiving. These provision maps are reviewed throughout the year.

4 Target setting

- 4.1** We set targets in mathematics, reading and writing for all our children at the start of each academic year to ensure that children are on target to make progress which is at least in line with the national average. We formally review the progress of each child 6 times throughout the year, and set revised targets.

5 Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We record information that affects future learning, and that can be passed on through the school.

Records of children's achievements are made in the following way:

- We use Target Tracker to frequently record the progress and attainment of each child against the statements from the EYFS or National Curriculum. This allows us to continually review the progress of each child to ensure our provision is personalised to match the needs of the children throughout the school.
- At the end of reception, the attainment of each child is measured against the Early Learning Goals.
- At the end of each Key Stage (Y6 and Y2) pupils take the national tests (SATS) which provide evidence of their attainment and progress.

- The phonics screening check for pupils in year 1 assesses pupils' ability to apply phonological rules.
- During years 3-5, the children sit assessment papers that are used to validate and support teacher assessment, as well as provide standardised scores for parents to indicate attainment in reading, mathematics, grammar and punctuation and spelling.
- During years 4 and 5, the children will sit CATs assessments that provide information on each child's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks.
- Throughout all year groups, the children's attainment in all foundation subjects are recording against our school curriculum progression document. This allows us to monitor the attainment and progress of all children in every subject, and identify ways that we need to adjust future provision.

6 Reporting to parents

- 6.1** We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2** We offer parents the opportunity to meet their child's teacher three times a year. At parent consultation meetings we discuss the child's progress, attainment and latest standardised scores (where appropriate). We also indicate the next learning step for each child as well as provide any information of interventions the child receives, along with the target for this intervention. Furthermore, in year 5, parents are able to attend longer parent consultation meetings to discuss the outcomes of CAT tests.
- 6.3** During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year.

7 Feedback to pupils

- 7.1** At Ryarsh Primary School, we believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work.
- 7.2** We give children verbal feedback (individual, group or whole class) on their work whenever possible, either during the lesson, or at the start of the next one. Verbal feedback during the lessons allows the children the time to reflect on their learning instantly, and gives the teacher an immediate insight into where on the learning journey the children may be. The start of the following lesson will often begin with whole class feedback so the children can receive verbal feedback following their completed task(s).
- 7.3** When we give written feedback to a child, we use green pens for teacher feedback and purple pens for the children's response to feedback.
- 7.4** We encourage the children to make comments about their own work and the work of fellow pupils through the use of peer and self-assessment.

7.5 We allow time for the children to absorb any comments written on their work and they are required to respond to feedback, as detailed in our Feedback policy. This ensures that the time that our teachers spend providing feedback has an immediate impact on the children's work.

See the separate Feedback Policy for further detail.

8 Consistency

8.1 All subject leaders undertake monitoring tasks throughout the year in order to gather an accurate picture of the provision in their subject, provide feedback to staff as well as identify future actions by the subject leader in order to improve the provision in their subjects. This also helps to ensure that judgements made on the children's attainment in consistent throughout the school in all subjects.

8.2 To further ensure consistency with the judgements made, we use both internal and external means of moderation. Within school, we check the judgements that are made through rigorous internal moderation. In addition, we work with colleagues from other schools in order for external moderation of in-school judgements. In Years 3-5, NFER assessments are also used at the start and end of each academic year to allow us to moderate judgements made.

9 Vulnerable Pupils and Those with Special Educational Needs

Assessment data is used in planning a response to the needs of individual pupils - for example in modifying the Provision Map for pupils who are found to be underperforming or vulnerable as learners, including those with special educational needs and disabilities. Review meetings are used to ensure that no pupil's lack of progress is allowed to go unaddressed.

Where appropriate, different assessment tools may be used to measure the progress and attainment of children with special educational needs. For children on Educational, Health Care Plans and personalised provision plans, progress is also measured against shorter term targets as well as longer term desired outcomes.

10 Equality statement

At Ryarsh Primary School we are committed to ensuring equality of education and opportunity for all children, irrespective of race, age, gender, disability, faith, religion and socio-economic background. Children's achievement is monitored by race, gender and disability and we use this data to support children, raise standards and ensure inclusive teaching.

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| Policy adopted by Governing Body | Spring 2021 |
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| Signed by the Head Teacher | |
| Signed by the Chair of Governors | |

