Assessment Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

It will be monitored and reviewed as listed below:

The implementation of this policy will be monitored by:

This policy should be read in conjunction with the following documents:

- Marking Policy
- Teaching and Learning Policy

This policy will be reviewed as appropriate by the subject co-ordinator and members of the Senior Leadership Team.

Policy Created:	April 2018				
First Presented to Governors for approval:	April 2018				
Proposed Review Cycle/Next Date:	3 Year		September 2024		
Approved by (Headteacher)			Approved by (Governor)		
Date:			Date:		
Policy Review History					
Date: April 2018		Date: May 2021		Date: June 2024	
Key Changes: •		Key Changes: • *Amendments to the Early Years section (introduction of baseline assessment)* • *Assessment for Foundation Subjects – summary* • *Updated Whole School Assessment Tracking System details (appendices)*		Key Changes: • *Amendments to the summative assessment format and codes used on SIMs* • *Amendments to the assessment grids used in core subjects Y1-Y6*	
Presented to Governors: Curriculum Committee 27/4/2018		Presented to Governors: Curriculum Committee 09/06/2021		Presented to Governors: Curriculum Committee 27.6.24	

Ryelands Primary and Nursery School – Mission Statement

Imagine believe achieve
In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.
We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.
We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

1. Aims

The 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 recognise the standards to aim for, and to 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 which enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school

2. Subject Statement

At Ryelands, we believe that effective assessment provides information to improve teaching and learning. It enables us to see how much the pupils have *learnt* from what they have been *taught*. To do this in our school, we undertake two different but complementary types of assessment: assessment **for** learning and assessment **of** learning.

Assessment **for** learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. At Ryelands, assessment for learning is based on four principles:

- Making the learning objective (L.O.) clear and using success criteria
- Peer/self-evaluation
- Pupil feedback
- Effective questioning

We give our children regular feedback on their learning so that they understand what it is that they need to do to get better. The main aim of any feedback to pupils is for it have impact on their learning.

Assessment **of** learning (summative assessment) involves judging pupils' performance against national standards. Teachers make these judgements at the end of a unit of work, the end of a term, or at the end of a key stage. At Ryelands, we have a termly summative assessment system, called KLIPS (Key Learning Indicators of Performance) so that we can track individual's progress and facilitate interventions when necessary. This summative assessment should confirm the on-going formative teacher assessments.

3. Planning for Assessment

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the learning objective (L.O.) with the children. They also indicate the way in which the activity is linked to the learning objective (how?), and the success criteria (remember to) against which the work will be judged.

We make a note of those individual children who do not achieve the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

4. Assessment in Early Years Foundation Stage

From September 2021, all children on entry to Reception will undertake a statutory Baseline Assessment. The purpose of this is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

Aside from this, on entry to Nursery and Reception, our pupils are assessed and that information is inputted onto the school tracking system. Results are used to inform planning, set targets and aid early identification of special needs.

During Reception, children will be assessed using the Early Years Foundation Stage Profile which is based on the teacher's on-going observations and assessments in the three **prime** and four **specific** areas. Each term, every child's developments and achievements are tracked and recorded on the school's tracking system.

Termly pupil progress meetings give an opportunity for teachers to identify any children who are exceeding, or below expectations and then arrange interventions where necessary. Online learning journeys also record assessments and development across the stages.

5. Assessment of *core* subjects in KS1 and KS2

Children will be assessed at the end of each term (three times a year) assessment criteria based upon key learning for each subject in each year group.

English:
Children will be judged in autumn and spring term as 'on track', 'on track with support' or 'not on track' for reading and writing. This will be based on whether they are currently on track to meet the expected standard for their year group at the end of the year. At the end of the summer term, children will be assessed in reading and writing as 'working towards', 'expected standard' or 'greater depth'. This is in relation to their end of year expected standards.

Maths:
Each term, children will be assessed as 'on track', 'on track with support' or 'not on track'. This will be based on whether they are currently on track to meet the expected standard for their year group at the end of the year and uses the age-appropriate year group objectives they have covered so far in the year.

Not all children may reach the expected standard at the end of each year. Those children will be tracked and interventions put in place in order to close the attainment gap. This will be done through pupil progress meetings.

If a child reaches the expected standard for their year group in spring term, the expectations is to widen and broaden the learning experiences in the year and to apply the knowledge learnt.

6. Records and Record keeping

We record a child's progress in reading, writing and maths using the assessment documents for each subject. These are updated regularly, as a result of well-planned daily guided reading sessions, streamed phonics sessions and opportunities for extended writes. Assessments of reading will also be recorded on the teachers planning. In maths, we record pupils' progress recording which children have successfully met the taught objectives and those that needed additional support. We also use former test materials to form our teacher assessments, set targets and plan next steps.

Each term, summative assessments in reading, writing and maths occur and the results are inputted onto the school's tracking system (see appendices for the assessment timetable, organisation of assessment weeks and

tracking information). These assessments are used to confirm our teacher assessments in these subject areas. These results are analysed using a whole school tracking system.

Pupil progress meetings are held every term, so that the children who are failing to meet the learning objectives have access to small group intervention and those children who are exceeding expectations are celebrated. These pupils are identified through further assessments where age related attainment and standardised scores are considered.

7. Standardisation and Moderation

- We attend moderation staff meetings to check our assessment is accurate and in line with other classes. As well as this, we attend moderation meetings between schools to ensure accuracy.
- All subject leaders study examples of children's work and planning within their subject area.
- Year 6 and Year 2 teachers also attend moderation cluster meetings with regard to levelling writing
- SLT moderate a cross section of each classes summative assessments every term.

8. Reporting

We have a range of strategies that keep parents informed of their child's progress in school. We also encourage parents to contact school if they have concerns about any aspect of their child's work.

In term 1 and 3, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we review their child's learning and discuss targets with parents. At the second meeting of the year, we evaluate their progress against these and other targets which have been set.

During term 6 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 in English, mathematics and science.

In the reports for pupils in Year 6, we also provide details of the levels achieved in the statutory tests. We also report the results of the Year 1 Phonics Screening Check and Year 4 Multiplication Tables Check at this time.

9. Feedback to Pupils

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. We have an agreed code for marking (see Feedback and Presentation Policy), as this ensures that we all mark in the same way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during a lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write a comment on the children's work during marking. We give written comments to children of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we make it clear what the child needs to do to produce even better work in the future.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. We do this, to ensure that the time our teachers spend on marking really has an impact.

10. Foundation Subjects in KS1 and KS2

Assessment in the foundation subjects will involve a number of different elements. An essential part of the assessment process is that lessons are designed with a clear sequence; with relevant skills and knowledge (drawn from the National Curriculum) that children will be expected to learn.

In order for teachers to assess to what extent children have understood and 'mastered' the required knowledge/skills, teachers will use ongoing formative assessment tools, as mentioned above. Subject specific *'learning mats'* are being developed to aid with this process.

At the end of each learning theme, teachers will make an assessment based on the identified skills/knowledge within each subject. Evidence for this assessment will be drawn from an **assessment lesson** with the children in which the children will agree what the key skills/knowledge are that they have learnt during the theme. It is important to note that this will be **child led**, it is what the children have got from the learning- what must they remember the next time they visit this learning in future years. It might be that children don't come up with all of the essential skills that were intended, it is important that this is captured to ensure that in future it can be picked up.

At the most appropriate point in the year (but at least annually) teachers will record assessments on updated progression documents as a 'best fit' summative judgement based on the evidence that has been gathered all year.

11. Roles and Responsibilities

Governing Body/ (SEC)
• Evaluation of Impact • Hold the Headteacher to account • Whole school overview record • Summary of attainment and progress for each cohort and significant groups
Headteacher and Assessment Lead
• Whole school analysis (inc. trends over time) • Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc.) • Managing the Monitoring/Assessment Calendars • Ensuring that decisions made and agreed are carried out • Prepares whole school data for presentation to the governors
SLT
• Monitoring the performance of teachers and overview of pupils • Analysing cohort/group data and preparing it for presentation to governors • Holding subject leaders/teachers to account for targets set • Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers • Hold teachers to account for impact where resources have been allocated • Ensure targets set lead to improved performance/ rise in attainment
Team Leaders and SENCO
• Monitor the performance in their team • Monitor the performance of vulnerable groups(SENCO) • Analyse and report on attainment and progress in their team for SLT • Highlight areas of strength to celebrate and weakness to support • Moderate and address issues arising from mismatch between data/pupil books/observations etc • Hold teachers to account for performance in their team.
Teachers
• Operate within the assessment time frame • Meet or exceed the targets set for each child • Record and analyse pupil/ group results • Highlight areas to celebrate and to address ready for pupil progress meetings • Prepare for pupil progress meetings • Plan for timely intervention where needed and report impact • Record results ready for input onto the Tracker • Aware of the impact of their performance upon the whole school

APPENDIX 1

Example of reading assessment grid, Year 1

Y1 Reading Assessment Grid

Working towards the expected standard in Y1						
The pupil can, in age-appropriate texts:						
Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words						
Read some Phase 4 common irregular words						
Show an understanding of a wide range of poems, stories and non-fiction that has been read and listened						
Learn simple rhymes and poems and joins in reciting them with others						
Draw on what they already know or on background information and vocabulary provided by the teacher						
Working at the expected standard in Y1						
The pupil can, in age-appropriate texts:						
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for grapheme						
Read with some fluency without reliance on decoding most words						
Re-read books to build up their fluency and confidence in reading known texts						
Read Y1 common exception words						
Recognises the characteristics of key stories, including fairy stories and traditional tales, uses predictable phrases to help retell them						
Show an understanding of word meanings, through discussion, linking new meanings to those already known						
Understanding the significance of the title and events within a book Contributes to discussion (expressing likes/dislikes) and make links to own experiences, bac						
Can answer simple questions/find information in response to a direct, literal question						

Example of maths assessment grid, Year 4

Mathematics – Year 4

Year 4: Key Learning from Units covered during the Autumn Term	Links with Ready To Progress (RTP) Criteria	On Track	On Track with Support	Not on Track
Year 4 Unit 1: Review of column addition and subtraction • Pupils add using column addition with regrouping • Pupils use their knowledge of column addition to solve problems • Pupils use known facts and strategies to accurately and efficiently calculate and check column addition • Pupils subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens • Pupils evaluate the efficiency of strategies for subtraction	3AS-2 Add and subtract up to three-digit numbers using columnar methods.			
Year 4 Unit 2: Numbers to 10,000 • Pupils use different strategies to add multiples of 100 • Pupils use different strategies to subtract multiples of 100 • Pupils use knowledge of calculation and common measure conversions to solve problems • Pupils compare and order four-digit numbers • Pupils calculate efficiently by using knowledge of place value, addition and subtraction • Pupils round a four-digit number to the nearest thousand, hundred and ten • Pupils add up to 3 four-digit numbers using a column addition • Pupils subtract four-digit numbers using a column subtraction • Pupils explain how many '100s' '500's and '200's, '250s' 1,000 is composed of	4NPV–1 Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. 4NPV–2 Recognise the place value of each digit in four-digit numbers and compose and decompose four-digit numbers using standard and non-standard partitioning. 4NPV–3 Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. 4NPV–4 Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in			

APPENDIX 2

Whole School Assessment Tracking System

The school uses 'SIMS Assessment' to track and monitor the progress of pupils. Information gathered from termly teacher assessments is input into the system by teachers which generates a 'progress' score based on the child's prior attainment. The system allows users to filter groups of children based upon contextual information (e.g. EAL/PPG) which allows us to target those who may be falling behind.

Statutory assessment data is also included (i.e. scores from Phonics Screen Check, SATs etc) and can be sent to external bodies (LA/DFE) as required.

Example Tracking Sheet

SEN Status	Pupil Premium Indicator	EYF GLD Achieved Early Years Foundation Stage	Reading Attainment TP Year 2 On Entry	Reading Comment TP Year 2 On Entry	Writing Attainment TP Year 2 On Entry	Writing Comment TP Year 2 On Entry	Maths Attainment TP Year 2 On Entry	Maths Comment TP Year 2 On Entry	Reading Attainment^2 TP Year 2 Autumn Term	Reading Comment^2 TP Year 2 Autumn Term	Writing Attainment^2 TP Year 2 Autumn Term
	Y	N	1DEV		1DEV	letter formation	1DEV	same day intervent	On Track (	Fast track phonics	On Track (
	Y	Y	1GD		1GD		1SEC		On Track	Possible GD?	On Track
		N	1DEV		1ENT		1DEV	same day intervent	Not On Tr	Fast track phonics	On Track (
		N	1SEC		1SEC		1SEC		On Track (		On Track (
	Y	Y	1SEC	*attendance, priorit	1SEC	letter formation	1SEC	same day intervent	On Track		On Track
		Y	1SEC		1SEC		1SEC		On Track		On Track
	Y	Y	1GD		1SEC		1SEC		On Track		On Track
		N	1SEC		1SEC		1SEC		On Track (	Fast track phonics	On Track
N		N	1SEC		1SEC		1SEC		On Track		On Track
		N	1SEC	priority reader	1DEV	talk boost?	1DEV	same day intervent	On Track (	Fast track phonics	On Track (