



Ridgeway Primary School Assessment Policy

This policy lays down the school's use of assessment. Effective assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.

There are two or three data collection points each year which are used to inform clear actions:

- On entry baseline (EYFS only)
- Autumn term (Y6 Baseline only)
- Spring 1;
- End of year;

The data collection points are used to:

- Gather information about the performance of individual children, groups and cohorts in order to monitor progress;
- Inform teachers' planning so that teaching meets the needs of all children;
- Inform the Governing Body of the school's standards and progress;
- Highlight children who are exceeding learning objectives and who may need additional challenge (G&T)
- Identify any pupils who are falling behind so that appropriate support can be provided;

How assessment information is gathered:

- Through observation - watching children on task;
- Through pre-planned questioning/discussion with children
- Through photographing/videoing/audio taping work in progress;
- Through the examination of children's written work;
- Weekly testing – times tables & spelling
- RML assessments happen regularly, at least once per half-term
- Statutory formal assessments

How pupils are assessed in EYFS

Throughout their time in the EYFS children are assessed against the development matters statements from the birth to 5 statutory guidance and progress is monitored by the EYFS Assessment Leader.

At the end of the Reception year, children are assessed against the 17 strands of the ELGs and are awarded either a 1 (below), 2 (at) or 3 (above). Pupils who achieve an ELG2 in all the prime areas of learning and the specific areas of Literacy and mathematics are said to have achieved '**a good level of development**' and are '**school ready**'.

How pupils are assessed in Year 1 - Year 6

At the end of each school year children are assessed whether they are:

- Working **below** the Expected Standard
- Working **towards** the Expected Standard
- Working **at** the Expected Standard
- Working **above** the Expected Standard

What constitutes the 'Expected Standard'

Pupils in Year 2 & Year 6 are subject to external tests in Reading, Spelling, Punctuation & Grammar and Maths where they are awarded a raw score based on the number of correct responses in the test. The raw score which a pupil achieves is linked to a scaled score ranging from 80 to 120. A scaled score of 100 represents the expected outcome

Children in other years are assessed using NFER standardised tests where 100 is also considered the expected standard (except in Year 1 where 94 is considered the expected standard). Children are also given a teacher assessment judgment based on their performance against key constructs.

Children who do not meet the expected standard will be assessed as working towards the expected standard or working below the expected standard.

Children who are working above the expected standard for their year will be challenged further through application of skills in reasoning and problem solving situations and will be awarded Greater Depth standard. To be judged as GDS a pupil would need to achieve a scaled score of 110+ (year 2 & 6) or a standardised score of 120+ (other year groups except Y1 where it is 115);

When will children be assessed

Within the first 6 weeks of joining reception and Year 6, children undergo a baseline assessment.

All year groups are assessed using NFER reading and maths tests at Spring 1 and end of year.

In addition:

- At the end of the Reception year children are assessed against the Early Learning Goals.
- At the end of Year 1 children take a phonics check which is repeated in Year 2 for any child who falls below the threshold.
- At the end of Year 4 children take a Multiplication Check.
- At the end of Year 2 and Year 6 Children are externally assessed using the end-of-Key-Stage tests.

Record keeping

- Teachers use an Assessment for Learning planner to identify next steps for children from their marking and guided work;
- Vulnerable pupils such as SEND, think 2, EYPP or FSM are also monitored carefully to ensure next steps and interventions are put into place;

Assessment of Foundation Subjects

Foundation subjects are assessed termly in all year groups from Y1 to Y6. Teachers make a judgment as to whether the pupil is working within, below or exceeding the expectations for their year group as laid down in the New National Curriculum (2014). These judgments are recorded in Foundation Assessment Framework documents which are added to each year as the child moves through the school, enabling progress to be monitored.

Roles & Responsibilities

The **Headteacher** supported by the Assessment Leaders (**DHT**) have overall responsibility for monitoring assessment to ensure that progress is tracked and necessary interventions are made to ensure that each pupil reaches his/ her academic potential.

Pupil Progress Meetings are held at the beginning of each half term to:

- Ensure that class teachers are using information provided by assessments effectively to impact on progress and attainment;
- Identify groups which need support;
- Identify staff or departments that need support
- Identify areas for whole school training
- Highlight differences in attainment between children from different groups
- Ensure that assessments made are accurate by organising whole school moderation/ standardisation and support from subject leaders

Subject leaders have a clear view of how their subject is assessed throughout the school. They monitor standards regularly through: book trawls, pupil interviews, planning trawls, observations. Subject leaders use the information collected to identify areas for development which they act upon, in conjunction with the Foundation Development Team.

Individual **class teachers** are responsible for the implementation of assessment procedures. They ensure that any assessment made is used to inform future planning/teaching and is relevant.

Learning Support Assistants keep assessment records under the direction of the class teacher and/or SENCO for the children with whom she/he is working. The Learning Support Assistant is aware of individual children's targets, particularly those with special educational needs, and discuss regularly with the child the progress that they are making towards reaching these targets and ways forward in which the child might achieve them.

Governors monitor whole school progress data with support of HT and DHT.

Reporting to parents

Parents are invited to attend a parents' consultation appointment in the autumn and spring terms. In the summer term, parents receive a report on their child's progress during the academic year.

Transfer of information

When pupils move from one teacher to another, time is given for transition discussion where assessment information about a child is shared. When pupils move to another school, school does all it can to share assessment information with the new setting.

Special Educational Needs

Any children experiencing difficulty in making progress in line with expectations for their age has an IEP. IEPs are reviewed regularly, to enable pupils to progress.

Vulnerable Groups

Information provided by analysis of assessment data is used to highlight pupils who may be falling behind or stuck. These pupils are then categorised as vulnerable. Other vulnerable groups include: free school meals; English as an additional language; summer births; looked after children and those of ethnic minorities. Any child who falls into a vulnerable group is monitored carefully to ensure that any necessary steps/ interventions are put in place quickly to enable pupils to progress.

**Joanne Jelves
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Document History

November 2015	New Policy presented to Curriculum & Achievement Committee for adoption 11th November 2015
November 2019	Reviewed and presented for re-adoption at Teaching & Learning Committee 7th November 2019

This policy is due for review in 2022