

Rawmarsh Ashwood Primary School



Assessment Policy

April 2021

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<u>To be reviewed</u>	April 2023	

Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts.

Aims

- Monitor and record the attainment and progress of individuals, groups and cohorts
- Use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention
- Inform parents and the Governing Body about progress and attainment
- Ensure a consistent approach to measure progress towards and against national Standards

Types of Assessment

Formative

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

Summative

Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on to Bromcom. Teacher Assessment Framework activities, day to day work and test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning.

National/Transitional

At key points through primary school, children are assessed against national expectations.

These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)

EYFS

Children are baselined on entry to F1 and again on entry to F2 using the EYFS framework and the Development Matters age-related stages of development. Children are continually assessed throughout the year through both child initiated and teacher led learning activities. Ongoing assessments are carried out throughout the year in the form of recorded work, verbal responses, and long/short observations in both F1 and F2.

Accountability

The Head Teacher is responsible for reporting data to Governors and others who hold the school to account.

- Summative data will be used to set and monitor appraisal targets for all teachers.
- Summative data will be reported to Governors on a termly basis.

Ofsted will make use of nationally standardised summative assessment.

We will ensure that teachers have appropriate training and support in all of these areas by:

- (a) Attendance at LA training for moderation at F2, Y2 and Y6
- (b) Engaging in cross school, cross phase and year group moderation at least three times a year for all year groups.
- (c) The Senior Leadership Team support staff to use the EAZMAG effectively and train all new teachers during their induction period.
- (d) Attendance at WPT moderation for all year groups to quality assure judgements

Tracking systems

Outcomes are put onto a tracking system to show progress (Bromcom)

Y1-Y6 Children are assessed as :

Entry Level – working below their year's PoS (Programme of Study)

Working Towards- beginning to work within the PoS for their year group – show understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

Expected/Working At- working at the expected level for their age- more independent application, can explain, use or summarise understanding

Above/Greater Depth Standard– working at mastery level - have a full understanding and can apply independently in different contexts/ problems

Reading

In reading children are assessed termly in Y1,Y3,Y4,Y5 using the Headstart materials as part of our work across Wickersley Partnership Trust. Evidence from the reading approach, planning notes , Early reading tracker, phonics assessments and using the comprehensions the children have completed all assess where each child is as a reader.

In Y2 and Y6 staff use previous SATs sample papers in preparation for their end of KS SATS test.

Writing

All children have independent writing in their English books which forms part of their reading into writing learning journey. This shows how they can independently apply the different elements of writing into their writing independently through different genres.

Maths

In maths children are assessed termly in Y1,Y3,Y4,Y5 using the Headstart materials as part of our work across Wickersley Partnership Trust. Other maths evidence is used for each half term such as Teacher Assessment Framework evidence and work scrutiny evidence

In Y2 and Y6 staff use previous SATs sample papers in preparation for their end of KS SATS test.

Addressing misconceptions

All classes use ongoing records of attainment by all children towards the programmes of study in all subjects. These include the TAF framework tasks. These are used to inform and adapt weekly planning. If a child or group of children is seen to be struggling during a lesson then a same day intervention group will run to ensure that the misconception is addressed and the child is able to fully access the lesson the following day.

From the assessments the children have completed staff then carry out gap analysis, these are then used to identify gaps and misconceptions to inform further teaching.

Target setting

Targets are set from previous Key Stage attainment and value added progress through the years. This forms our aspirational targets in order to be line with or above National. Most Likely Outcome targets are set throughout the year for children each term in light of further assessment material/notes gathered on the child and performance in tests throughout the year.

Communication with Parents

Children's attainment and progress will be discussed at Parent Consultation Meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points. End of year reports will comment on children's attainment and progress and key assessment data will be included in these reports.

Please refer to the Marking and Feedback Policy