

Principal is responsible for:

Monitoring standards in core and foundation subjects.
Analysing pupil progress and attainment, including individual pupils and specific pupil groups
Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
Prioritising key actions to address underachievement of individuals and groups
Reporting to MLT and Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
Holding class teachers to account for progress and attainment in relation to targets set

Subject Leaders are responsible for:

Ensuring all staff are familiar with the assessment policy, and have established assessment practice and guidance for their particular subject
Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents, Key Stage leaders and the principal, where appropriate
Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Purpose of Assessment Monitoring, Moderation and Evaluation □ Policy and practice will be reviewed regularly with staff. EYFS Curriculum.

Class-teachers are responsible for:

Providing accurate assessment of children’s progress and attainment in their class through formative and summative assessment.
Setting targets for the percentage of children working at ARE in their class by the end of their year.
Sharing the half termly assessment data with KS leader and principal, including that from vulnerable groups at pupil performance meetings.
Using formative assessments as a starting point for planning next steps.

Day-to-day, ongoing

What is it?

Formative Assessment

assessment as part of the

repertoire of teaching

strategies, based upon how well pupils fulfil

learning intentions, It is about providing feedback and involving pupils in improving their learning.

Learning Objective

Sharing the learning intentions with children and sticking it in their books (or child writing it in their books) ensures they know and understand the purpose of the lesson. **Why?** Gives the

- enable individual pupils to make progress in their learning and KS1 assessments are moderated every 3 years by the LA;
- relate to shared learning intentions □ Termly moderation of teacher judgements in class tracker in □ be underpinned by confidence that every child can improve reading, writing/gps and maths are completed by KS and
- help all pupils to demonstrate what they know, understand and are □ subject leaders, year 6/2 assessment will be moderated - as well as in whole school staff meetings. □ twice a year in □ able to do □ conjunction with MLT cluster academies, and pyramid
- include reliable judgements about how learners are performing, related □ schools (and LA every 3 years.) against interim framework to national standards □ □ New strategies will be implemented, as appropriate, as a
- involve both teacher and pupils reviewing and reflecting upon result of moderations and reviews and in response to assessment information □ statutory requirements.
- provide feedback which leads to pupils recognising the ‘next steps’ in □ Each term, parents are provided with information about their their learning child’s current level of ability and progress at parents’
- enable teachers to plan more effectively □ meetings or in a formal written report in the summer.
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels □ enable parents to be involved in their child’s progress.

lesson clear focus, encourages pupil involvement and awareness of their learning and keeps the teacher’s marking specific and helps children to self-assess.

Self or Peer Assessment

Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers’ achievements against the learning intention (and possibly beyond), and reflect on the successes or otherwise, of the learning process by a RAG coloured spot on their work (self) or a learning ladder or constructive comment (peer).

Why? Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment

Assessment Approach Explained

*‘If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. **Formative assessment**, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth,’*

Shirley Clarke

Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and Class Tracking grids.

Planning and Purpose

Identifies learning intentions that ensure differentiation and progression for at least 3 groups of learners. Assessment is against these learning intentions and the child's individual targets.

Why? Ensures clear learning intentions, differentiation and appropriate teaching. Short-term plans are annotated to show which pupils need additional support to meet the LI or those who exceeded it.

Feedback & Marking

Clear daily written marking / feedback is completed immediately for English and Maths from teachers and TAs. All other subjects marked in line with policy.

Marking indicates the success at meeting the learning intention and the child's next steps – tickled pink / green for growth.

Children use DIRT/ Target Time to up-level their work and correct misconceptions

Why? Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.

information – the pupil's perspective.

Questioning

Questions are asked to assess learning, challenge and deepen thinking and understanding . The range includes open/closed; higher/lower order as well as can you show me your whiteboard! Lollipop sticks / randomisers are used to ensure all children could be questioned at any point so need to engage in learning **Why?** Most common form of verbal assessment offering opportunity to move learning forward quickly.

Class Tracking and Assessment Tool

Teachers use the formative tracking tool on O track to track assessments and progression in their year group against the national curriculum. This is completed as often as possible Children are assessed at **Red** not grasped/**Amber** can do with support/**Green** –Secure Age Related /**Purple** depth in use and application.

Photos or dates the work can be found in books evidence teacher assessments

Key Stage leader and principal moderate teacher assessments in addition to external moderation meetings and statutory LA moderation.

Stuck Stations– part of the learning journey and pre and post learning

Stuck Stations are part of the in-lesson assessment where a child may not have grasped the concept. TA, Teacher or the child will identify anyone who has not grasped the learning intention or has exceeded it.

A child might move themselves to the stuck station to receive immediate input and or receive a guided session from the teacher. A short session of 1-1 /small group

tuition follows and they leave the stuck station. All

abilities are expected to access this at some point and it promotes learning from mistakes and seeking immediate help. Children can self-refer or be referred.

Why?

Instant assessment and response picks up any misconceptions and prevents a gap developing between the learner and the rest of the class.

Target Setting

Reading, writing/gps and maths personal targets are set for individuals and reviewed regularly.

Why? Motivation and involvement in progress. Everyone is a learner

Regular Tests

Beat That / CLIC Tests –children are challenged to beat their previous score in a numeracy test, allowing the teacher to track progress and children to set their own targets. The CLiC test is a timed mental maths test to a CLiC jingle of 10 questions. Once the children have scored 10/10 3 weeks running they move onto the next level.

Spelling tests – to follow the spelling strategies taught within a fortnight.

Yr1+ 2 =5 words sent home to learn +2 unknown words which follow the same pattern

Yr3+4 = 7 words sent home to learn + 3 unknown words which follow the same pattern

Yr5+6 = 6 words sent home to learn + 4 unknown words which follow the same pattern

Common Exception words- learnt for the year above as well as own year group

Timestable tests – weekly tests in learning timestables

Key words tests (FS /KS1) In addition to hearing children read children are sent the key words home to be tested on the ones they can read fluently each week with new words added once the child reads confidently.

Why?

To inform planning and to improve pupils' skills and establish what they have remembered or learnt so far.

Key Stage 1 SATS including Year 1 phonics

Marked in school during May/June

Reading – two papers of increasing difficulty

GPS – 20mins spelling test / 20mins Grammar Punctuation test

In RPA Year 2 children will do practice tests in Dec, March, April to

prepare for SATs

Phonics – assessed by teacher in June **groups**. Such as **Pira** – a standardised reading test

What is it?

This is 'snapshot' testing

which establishes what a child CAN do at a given

time.

Summative Assessment

Maths – 15 mins arithmetic test / 35 mins second test

Termly tests are used in December, March and June **to support teacher assessments in all year**

Includes nonsense words to get children using their phonics skills to

Puma – a standardised maths test . **Assessments** for Maths problem-solving, reading and SPaG decode unfamiliar words.

In RPA Year 1 children will do practice screening in Dec, March, April Sample SATs for Year 2 and Year 6

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track progress.

EYFS Baseline To provide an opportunity for RPA to keep track of pupils' progress and teachers' expectations, A baseline assessment is completed in the first few weeks in Reception and to enable us to monitor progress through summative means at different points in the key (F2). The teacher assessments tracking then continues each term. We stage. For children to practice test conditions and become familiar with expectations for times work closely with our partners to ensure F1 assessment data is shared of statutory testing. and quality assured.

Screening Tests for specific SEND issues As well as standardise tests for specific subjects, the following assessments are used in school when a concern is identified:

Dyscalculia screener

Dyslexia Screener

Speech assessments

Emotional Literacy Screener

Sandwell Maths Analysis

Strengths and Difficulties Questionnaires **Why?** To analyse potential barriers to learning and/or identify a programme of support for individual children.

Key Stage 2 SATs w/b May

Externally marked:-

Reading – 1 hr

GPS -45 mins

Maths -30mins Arithmetic paper / two further maths papers of 40 mins each **Science** – sample testing – 3 x 25 mins

Writing – teacher assessed using Interim DfE Guidance **Year 6 will have a mock SATS week in late April and practice SATS in Dec/ March and April**

Test questions are used in daily lessons to build exposure and resilience to assessment.

Why? It is **statutory** but it provides a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.

Policy ratified by Governors Sept 2016

To be reviewed Nov 2018

Policy No; R7