RISE PARK PRIMARY AND NURSERY SCHOOL

Assessment Policy

March 2021

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
Date	March 2021
Date of review	March 2022

Assessment without National Curriculum Levels at Rise Park Primary and Nursery School

At Rise Park, our children are achieving well and receiving high quality teaching, so we are keen to carefully, and incrementally, consider what curriculum and assessment methods will help us to continue to improve achievement and the quality of teaching.

All schools are free to design their own approaches to the curriculum and assessment of what children have learnt/mastered. In this document, we lay out our plan for managing this. This document refers to summative assessment, which helps teachers assess at certain points in time what body of knowledge and skills has been mastered, and formative assessment – assessment for learning including marking and feedback policy. This should be viewed in conjunction with the 'Teaching and Learning policy'. This is a live document and we expect it to be regularly updated as our assessment procedures develop.

At Rise Park Primary and Nursery School, we endeavour to support all pupils in making better than expected progress, raising their confidence and self-esteem. We see assessment as central to this. Our assessment procedures will be: positive, useful and consistent.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure teacher planning is amended so that teaching and learning meet the needs of all children.
- To internally track pupils for attainment and progress.
- To have a consistent approach that measures school progress against national standards.

Purpose

Assessment serves many purposes, but the ***main*** purpose of assessment in our school is to help teachers, pupils and their parents plan their next steps of learning. We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject and will take three main forms:

- Assessment for learning, which will include:
    - Observations of paired and group work
    - Key questioning throughout lessons to consolidate and deepen understanding
    - Written and oral feedbacks on pupil's work
    - Planning of 'rich' tasks (in maths)
    - Peer and self-assessment
- In School Assessments, which include:
    - White Rose Assessments in maths
    - Rising Stars optional tests in Maths, Reading and GPS
    - School writing tracker for ARE and GD
    - Other regular tests, including spellings, Times Tables and Arithmetic

Principles of Assessment

We assess pupils against assessment criteria, which are short discrete, qualitative and concrete descriptions of what a pupil is **expected** to know and be able to do. Assessment criteria are derived from the school curriculum, which is comprised of the National Curriculum, NAHT Key Performance Indicators and through collaboration with local partnerships. In writing, pupils have an assessment tracker which shows attainment towards standards. The achievement of each pupil is assessed against all the relevant criteria throughout the year. Each pupil is assessed as either **'emerging', 'developing', 'secure'** or **'mastered'** at each relevant criterion contained in our expectations for that year. Assessment judgements

are recorded and backed by a body of evidence created using observations, records of work and testing. Assessment judgements are *fair, reliable and valid.*

Monitoring and Evaluation

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Regular moderation of books and teaching ensures that there is consistency across school. There are regular opportunities for all staff to look at books across the school and within local partnerships. At the end of each year, during transition week, teachers share this information with each other to ensure end of year data is accurate. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement. Following assessment, data is analysed in detail by the Senior Leadership Team and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Lesson observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

Assessment in Key Stage 1 and Key Stage 2 (English and Maths)

Along with on-going teacher assessment, more formal assessments are carried out at the end of each term and are used to inform teacher assessments. Teacher assessments are entered onto the school's tracking system (SIMs) and progress maps created to attainment and progress against standards. This data is analysed to identify groups and individuals who may require further intervention and those who are making accelerated progress. Targets for pupils are set at the start of each year and discussed during Pupil Progress Meetings throughout the year. These targets are linked to performance management systems. The data analysis informs the SIP and SEF documentation and drives forward staff training and support packages within school.

Special Educational Needs

Pupils identified on the SEN register are assessed in line with other pupils and where necessary using the additional supporting documents such as the Rainbow Writing Tracker in English. If appropriate, staff use tests in reading and maths from previous year groups, to support the on-going teacher assessment of pupils.

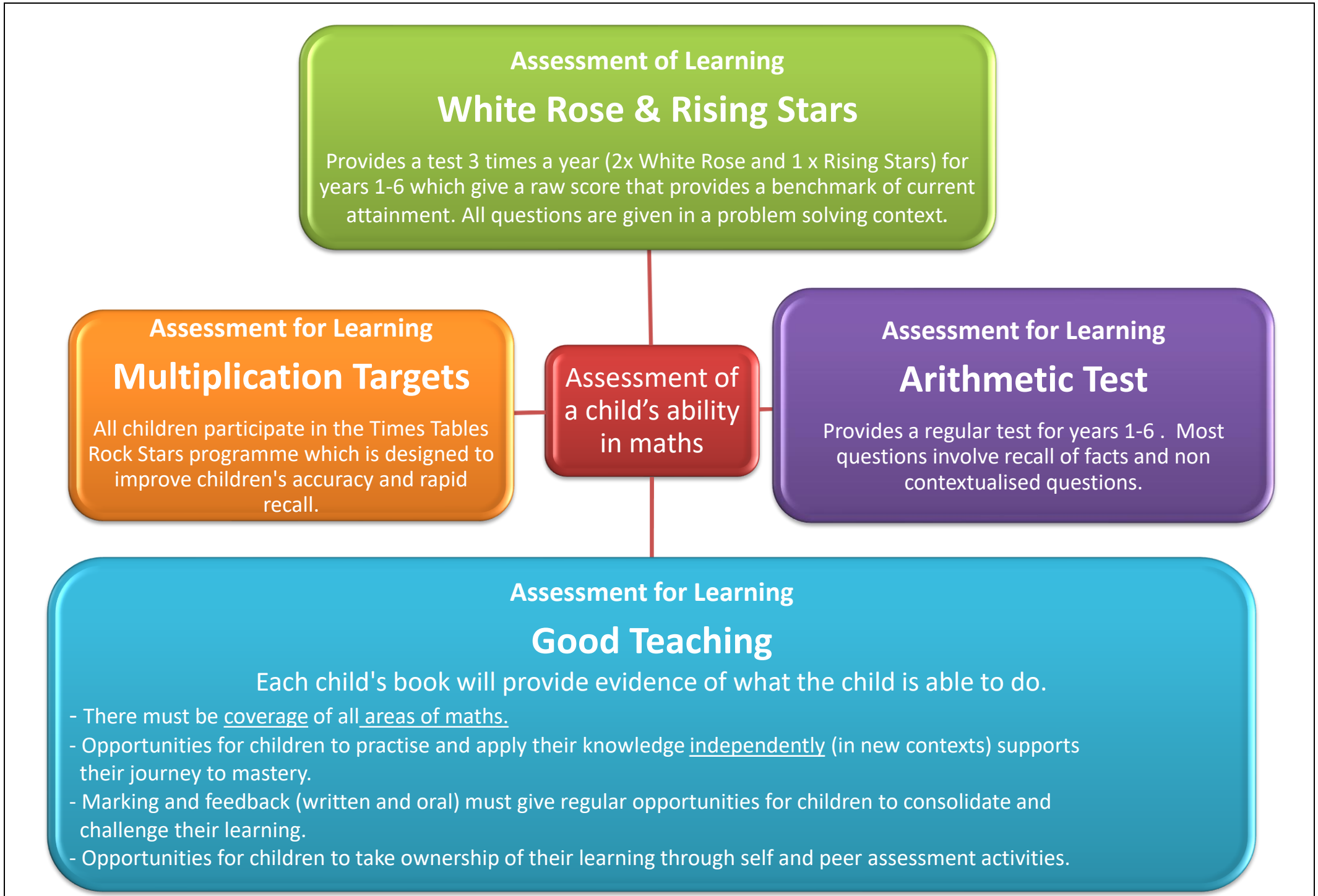
Assessments with the Early Years

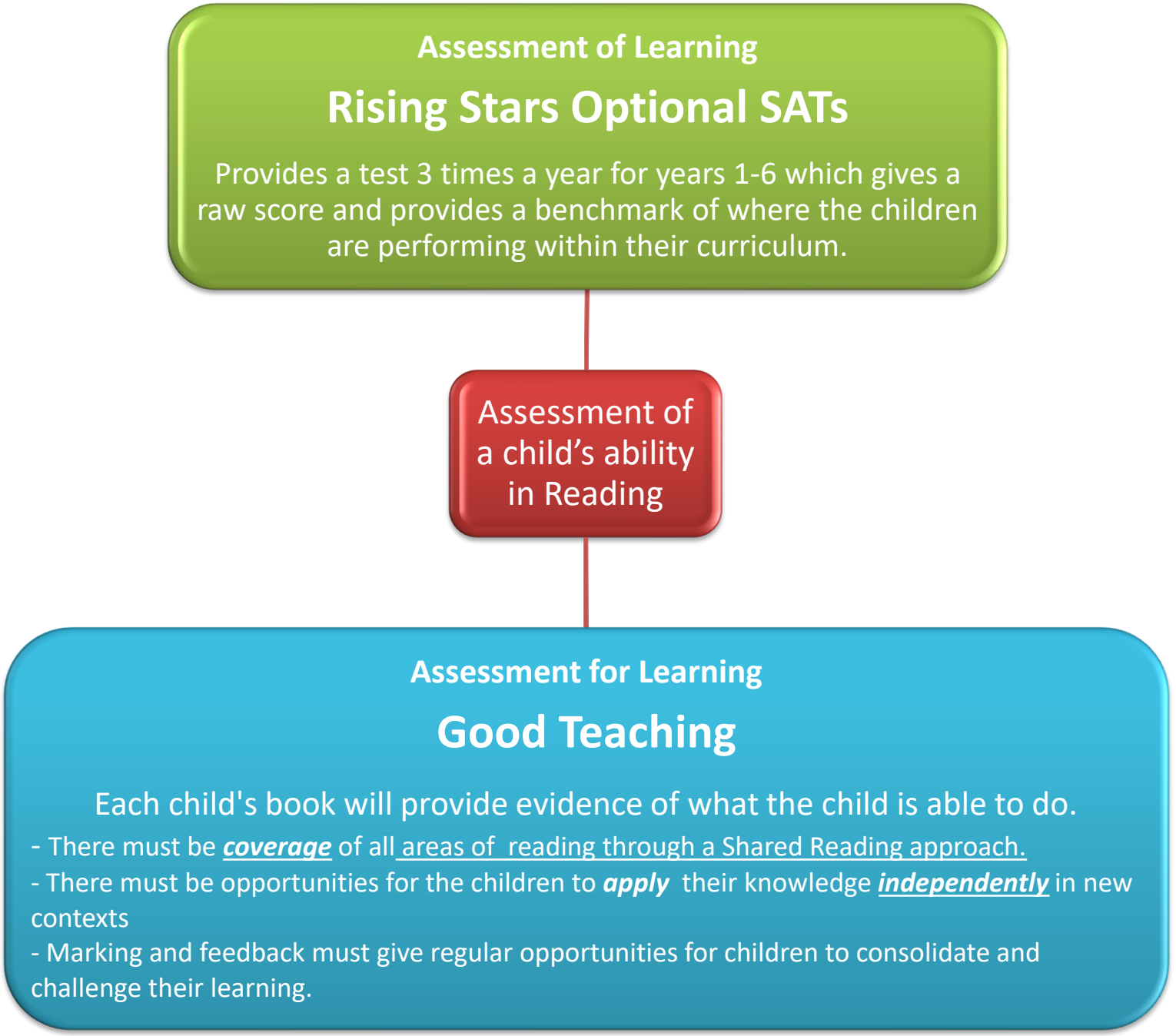
Evidence is collected through observation and discussion and these are recorded in pupils' learning journeys. Photographic evidence is also collected, along with pupil quotations / incidental observations, using the 2Simple software on the iPads. Along with any written work, these form the basis of the on-going teacher assessments in line with the EYFS Learning Outcomes. This data is analysed termly and presented to the Senior Leadership Team, along with the governors. This information allows practitioners to plan intervention target groups in order to accelerate progress. Children's progress is shared with parents at regular meetings and their final data is shared at the end of F2.

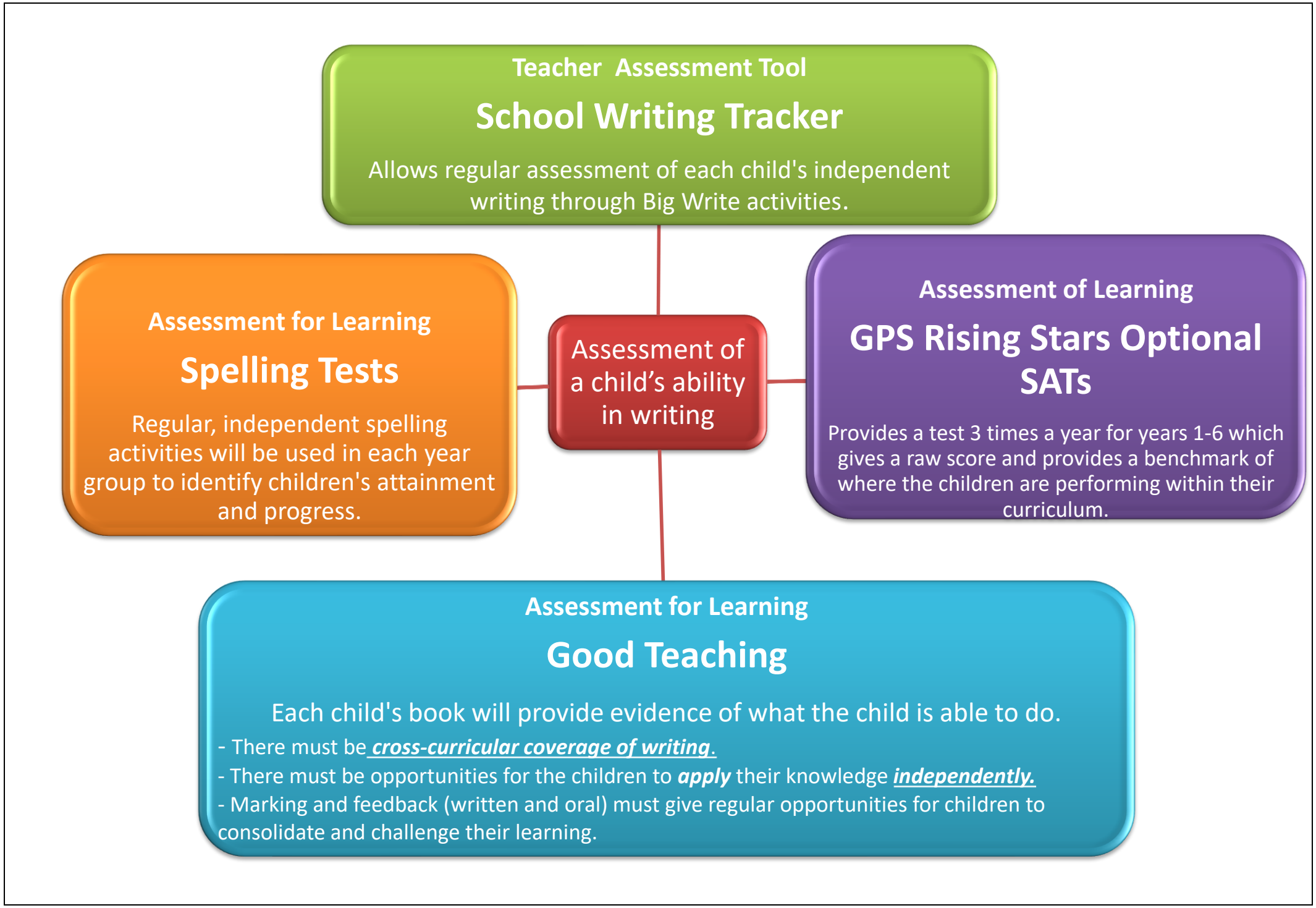
Roles and Responsibilities

- **Governors:** Monitor whole school progress data with support of HT and DHT.
- **Head Teacher / Deputy Head Teacher:** Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.
- **Teaching Staff:** Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders.
- **Teaching Assistants:** When supporting groups and undertaking intervention regularly assess pupils and provide feedback. Provide feedback to the teaching staff on progress and attainment of pupils.
- **Parents and Carers:** Support children at home with homework to positively impact on progress.

- **Pupils:** To take ownership of their learning by completing DIRT activities and responding to feedback, completing work to the best of their ability in order to make good progress in school.


Assessment of Learning
White Rose & Rising Stars
Provides a test 3 times a year (2x White Rose and 1 x Rising Stars) for years 1-6 which give a raw score that provides a benchmark of current attainment. All questions are given in a problem solving context.
Assessment for Learning
Multiplication Targets
All children participate in the Times Tables Rock Stars programme which is designed to improve children's accuracy and rapid recall.
Assessment of a child's ability in maths
Assessment for Learning
Arithmetic Test
Provides a regular test for years 1-6 . Most questions involve recall of facts and non contextualised questions.
Assessment for Learning
Good Teaching
Each child's book will provide evidence of what the child is able to do.
- There must be coverage of all areas of maths.
- Opportunities for children to practise and apply their knowledge independently (in new contexts) supports their journey to mastery.
- Marking and feedback (written and oral) must give regular opportunities for children to consolidate and challenge their learning.
- Opportunities for children to take ownership of their learning through self and peer assessment activities.


Assessment of Learning
Rising Stars Optional SATs
Provides a test 3 times a year for years 1-6 which gives a raw score and provides a benchmark of where the children are performing within their curriculum.
Assessment of a child's ability in Reading
Assessment for Learning
Good Teaching
Each child's book will provide evidence of what the child is able to do.
- There must be coverage of all areas of reading through a Shared Reading approach.
- There must be opportunities for the children to apply their knowledge independently in new contexts
- Marking and feedback must give regular opportunities for children to consolidate and challenge their learning.


Teacher Assessment Tool
School Writing Tracker
Allows regular assessment of each child's independent writing through Big Write activities.
Assessment for Learning
Spelling Tests
Regular, independent spelling activities will be used in each year group to identify children's attainment and progress.
Assessment of a child's ability in writing
Assessment of Learning
GPS Rising Stars Optional SATs
Provides a test 3 times a year for years 1-6 which gives a raw score and provides a benchmark of where the children are performing within their curriculum.
Assessment for Learning
Good Teaching
Each child's book will provide evidence of what the child is able to do.
- There must be cross-curricular coverage of writing.
- There must be opportunities for the children to apply their knowledge independently.
- Marking and feedback (written and oral) must give regular opportunities for children to consolidate and challenge their learning.