



The Raleigh School

Assessment policy

January 2021

Next review: January 2024

Introduction

Assessment is a continuous process integral to learning and teaching: it is how teachers gain knowledge of their children's needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. By nature, it is formative, diagnostic, summative and evaluative.

In essence, there are two parts to assessment:

- Assessment for Learning ('AfL') (formative assessment) which interprets the evidence for use by children and teachers to decide where the children are in their learning, where they need to go and how best to get there, and
- Assessment of Learning (summative assessment) which is used to make judgements about attainment.

As a school, we receive or generate much assessment data and it is vital that all this information is analysed and translated into plans and actions positively impacting teaching and learning in the classroom.

Principles and aims of assessment at The Raleigh

The overarching priority of assessment at The Raleigh is to promote children's learning.

In this, it is supported by our principles of assessment, which are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve all children with self and peer assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school.

Assessment for Learning

The key principles for assessment for learning are the use of ongoing, informal and informative assessment through observation of pupil responses and learning in order to inform future teaching and learning.

Through AfL we aim:

- to use effective day to day assessment to enhance learning
- to use a variety of strategies and create opportunities for teacher-led assessment
- to further develop the active engagement of learners in self and peer evaluation.

Children are active, not passive, learners and should be actively engaged in thinking and articulating that thinking through talking partners and self and peer assessment. An assessment activity can help learning if it provides feedback to be used by teachers and children and time is given to enable children to respond to that feedback. Such

assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching to meet learning needs.

We therefore aim to teach our children by giving them opportunities to work cooperatively and give them specific feedback about aspects of their understanding, with suggestions for discussion, exploration and improvement. In addition, we aim to enable our children to gain the understanding required so that they can apply skills or concepts in different contexts. This enables children to link their learning to real life.

As a result, children need to:

- understand what their goals are
- be equipped with the means to compare their current standard with a goal
- play an active part in meeting that goal – 'closing the gap.'

Formative assessment strategies include, but are not restricted to, marking, questioning, observations, peer and self-evaluation used in a range of whole class, focus group and individual situations – strategies will vary across the primary age range. Suggested assessment methods, teaching methods and evidence bases are set out in Appendix 1.

Assessment in Reception

On entry to the school children will be informally assessed by the teachers. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed continually to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year 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 seven areas of learning. These are:

- Communication and language development
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each child's typical developments and achievements are recorded in the Profile. Children are also more formally assessed using a Reception Baseline test (trialled in 2019-2020 and again in 2020-2021). Regular updates are shared with parents using Tapestry. This is an online tool used by teachers to gather assessment evidence in Reception.

Assessment of learning

Formal assessment of the learning that has taken place ('summative assessment') is a systematic part of our school's work which is used to track the children individually, in various groups, classes and cohorts in the school. Much of this data will be recorded on FFT Aspire for each cohort - it is through this tracking system that a clear understanding is gained of the progress to date, allowing appropriate intervention to be put in place to raise standards.

We use three types of data spreadsheet tracks:

- 1) "**Objective tracker**": this is an ongoing assessment tool used by teachers on a regular basis to track the progress of each child on the objectives of the year group objectives which the child is currently accessing (which may not always be the same as the child's chronological year group). This is used to support assessment of **writing, maths and science**. In maths, tracking sheets should be updated after each unit of work has been completed (for example after a two-week unit on fractions, or weekly after short units). In writing, tracking sheets should be updated at least twice each half term. Only independent work should be used as evidence when updating the trackers.
- 2) A summative "best fit" judgement is made using the objective trackers to update the Teacher Assessment for **writing** section on FFT Aspire – this charts each child's progress across the Key Stage they are currently working within and between Key Stages. This allows careful tracking to ensure children make good progress across the school and for teachers to set targets for each child.

- 3) The FFT Aspire tracking system tracks results of statutory tests as well as standardised tests for reading, maths and Spelling, Punctuation and Grammar (Years 3-6). The system includes prior attainment data for EYFS and KS1, allowing teachers and leaders to track progress over time and put in place additional interventions where needed.

For Foundation subjects, Chris Quigley's "Essential Skills" Curriculum is available to support teacher's assessment of attainment across learning milestones. Teachers complete 'red folder' tracking sheets on a weekly basis for each foundation subject. These sheets allow teachers to judge progress over time and recurring issues or high attainment.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for individual children and identify any children whose progress is less than the expected progress. The discipline of regularly analysing children's attainment ensures that every child has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation and careful planning.

To achieve this, we will:-

- follow the Assessment calendar and update the data on a regular basis
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are not making expected progress, gifted, talented and able and those with special educational needs
- analyse data at the end of academic year to track 'value added' progress made
- pass accurate and reliable cohort data and analysis to next teacher.

The Assessment Leader and Key Stage Leader will meet each term with each year group teaching team to discuss progress in the term. Prior to this meeting, each year group team will complete the progress meeting proforma identifying the children whose progress is under review and the interventions in place. FFT Aspire is used by teachers to identify children who are concerns in terms of progress of attainment.

Statutory assessment and tests

The administration of the Early Years Foundation Stage Profile, Year 1 Phonics Check, Year 4 Times Tables Check and KS1 and KS2 tests and assessments will be conducted in accordance with statutory requirements.

Record-keeping

Each teacher will maintain files (one English and one maths) containing tracking sheets for each child for English, maths and science. Science sheets should be filed in the maths assessment folder. These sheets should be updated as per the schedule outlined above. Records should also be kept in the red assessment folder outlining attainment in foundation subjects.

For summative information, a file for each pupil is maintained and stored centrally in the filing cabinet in the office, containing:

- Early Years Foundation Stage Profile results
- Key Stage 1 SATs results
- Copies of correspondence related to that child.

Copies of all annual reports will be maintained on the Curriculum network in Planning>Reporting to parents.

Class teachers retain all completed books throughout the year with periodic annotations in the books. A detailed explanation of the recording and record-keeping in Reception is to be found in the Early Years policy.

Moderation

Internal moderation of children's work takes place regularly within year groups and in Key Stages. Teachers bring examples to meetings which are led by subject leaders. Subject leaders retain moderated evidence in folders.

Target-setting

At The Raleigh, the target setting process involves the setting and review of numerical and curricular targets for each child in Reading, Writing, Maths and Science. The target setting process involves the use of the outcomes of summative assessments to facilitate the setting of realistic, but challenging, numerical and curricular targets, often based on end of previous Key Stage results. FFT Aspire is used to generate aspirational numerical targets for each child, based on prior attainment data and, where there are concerns relating to a child's progress towards these targets, these are discussed at pupil progress meetings and appropriate interventions put into place. Teachers

should select the “5%” option on FFT Aspire where producing targets. This is in line with the current attainment of the school nationally.

The outline of the timing by term of the data entry and review process is set out in the Annual Assessment Calendar. This includes the requirement to review the numerical targets recorded on FFT Aspire - the system may also be used to provide a more visual record of progress of groups.

Curricular targets should be shared with the children in an age-appropriate manner which enables the children to understand and know their targets. Evidence of grouped curricular targets should be incorporated into short term planning. Short-term targets should also be shared with individual children on a weekly basis through marking, ensuring that the ‘T’ system is used to indicate target areas.

Reporting to parents

The outline of the timing by term of the reporting to parents process is set out in the Annual Assessment Calendar. In the summer term, parents will receive a full annual written report with information concerning achievement and progress in each subject. Pupil reports in Years 2 and 6 will also normally contain information on teacher assessment and actual end of Key Stage levels for Reading, Writing, SPaG (Year 6), Maths and Science. Pupil reports in Years 1, 3, 4 and 5 will include teacher assessment levels for Reading, Writing and Maths. The format to be used for the annual written report will be that agreed from time to time by the Staff. Reception parents receive regular updates on their children’s progress via the Tapestry online assessment tool. Reception annual reports contain a teacher assessment judgement on all seven areas of learning.

Parent consultations will take place in the Autumn and Spring terms.

Parents are normally invited into informal Open House sessions monthly to look at their children’s books: these sessions are not attended by teachers and nor are they intended as a parent consultation session.

Responsibilities

Headteacher’s role is:

- to ensure that the National Curriculum is being implemented, including the statutory assessment arrangements
- to ensure that there is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence
- to report to the Trust and Governing Body regarding standards, targets and value added.

Assessment Leader’s role is:

- to ensure that the statutory assessment arrangements are administered during the appropriate period of time (FS, Year 1 Phonics Check, KS1 and 2)
- to be the contact person for the LA regarding assessment arrangements
- to report the outcomes from assessment information to the Trust, Headteacher, LT, Governors, and other interested parties
- to coordinate any appeals relating to marking to the relevant authorities at KS2
- to order tests according to the Annual Assessment Calendar
- to manage Assessment budget
- to lead the development of assessment policy and practice and keep abreast of new initiatives and training needs and opportunities
- to attend periodic Assessment Leader briefings.
- to liaise with subject leaders on whole school agreement trials
- to liaise with Key Stage leaders and support them in their assessment responsibilities

Leadership Team’s role is:

- to monitor the outcomes from the assessment information

Key Stage leaders’ role is:

- to monitor the progress of pupils in each Key Stage using the data spreadsheets, including those children whose cumulative progress is projected to be less than good progress

- to review the progress of children identified for additional support
- to review the numerical targets set for each year group on FFT Aspire with Assessment Leader
- to coordinate the administration of KS1 and KS2 statutory assessment.

SENCO's role is:

- to liaise closely with class teachers regarding the assessment information relating to children on the SEND register
 - to use the data spreadsheets to monitor progress made by children on the SEND register
 - to carry out specific assessment tasks relating to the identification of children with specific needs
 - to maintain the SEND register.
- to liaise with the assessment lead on the assessment of children who are on the SEND register and may not be able to access the mainstream curriculum and/or end of Key Stage assessments

Subject leaders:

- the responsibilities of subject leaders in relation to the assessment of their subjects are set out in the relevant subject policies.
- To ensure that standards of attainment are moderated across and within year groups.

Class teachers' role is

- to make ongoing and formative assessments in the classroom in accordance with Assessment for Learning principles.
- In maths, trackers should be updated after each unit of work has been completed (for example after a two-week unit on fractions, or weekly after short units).
- In writing, trackers should be updated after each 'Big Write' session (usually weekly) and at least twice every half term
- To maintain and update the 'red folder' assessment sheets
- to administer the tests and assessments according to the Annual Assessment schedule
- to maintain and update the data on individual pupils on the FFT Aspire, according to the Annual Assessment schedule
- to review the data on individual pupils to identify children requiring additional support and enter this data onto pupil progress meeting notes each term
- to review the data on individual pupils to inform setting arrangements and curricular targets
- to contribute to whole school agreement trials.

Links to other policies

Curriculum policies – for details of subject specific assessment procedures

Responding to Children's work policy

SEND policy – for details of additional assessment of children with SEND

Talented, Able and Gifted policy – for details of additional assessment of gifted and talented children.

Early Years Policy

Appendix 1: Suggested AfL techniques

Assessment methods	Teaching methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Feedback to; <ul style="list-style-type: none"> • specify attainment • identify difficulties • specify improvement • construct achievement • constructing a shared way forward • identify curricular targets 	Sharing learning intentions Questioning Modelling Scaffolding Demonstrating Explaining Differentiation Exemplification of standards Shared criteria for next step Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and partnerships Rich descriptions of learning Qualitative recording Routines for pupil self evaluation	Reflection Drafting Profiling Revisiting Revising Exploration Editing Interaction and collaboration Talk Children designing their own tasks Children's self and peer evaluation Children's improved self-esteem Children's response to feedback