

Ringway Primary School

Assessment

Policy

The Future
The Future
starts here

Our aim is to provide the foundations for a positive future for our pupils. A future where pupils learn to stay safe, to understand the importance of a healthy lifestyle , and to enjoy all they do. A future where they are both literate & numerate & can think critically. A future where they make a positive & respectful contribution to their culturally diverse community . A future where they show mutual respect & tolerance at a local, national & global level. A future where they aspire to be the best they can be & achieve their full potential

Created: May 2017

Review: May 2020

Signed C of Gov.....

Headteacher.....

Rationale

At Ringway Primary School we believe that assessment is an integral part of teaching and lies at the heart of promoting children's learning so they can reach their full potential. It forms the basis for planning the next steps in response to the needs of individual, groups or a class of children.

Roles and Responsibilities

All teachers are responsible for the implementation of this policy. This will be monitored by the Assessment Co-ordinator, SLT and Head Teacher. The Head Teacher will keep Governors up to date with numerical targets, progress and achievement as and when appropriate.

Aims and objectives

- To maintain accurate records of the progress and attainment of individual children and cohorts
- To raise standards of achievement across the school
- To enable the active involvement of pupils in their own learning by informing them of their progress and next steps
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative:

- Formal summative tests occur each half term, before the holiday, on that half terms work.
- We use levelled testing to identify individual and class holes that feed directly into the next steps, individual targets and planning.
- These outcomes are (once per term) communicated to both pupils and parents at parents evening.
- The Senior Leadership Team (for data) to meet termly to carry out data comparisons, to ensure that each class is making progress and flag any children who are seen to be making no progress.

Assessment for learning (AFL): Teachers should be using a variety of strategies that help to inform them of their pupil's current level of understanding and progress at the outset of; within and at the end of a lesson/unit.

Such techniques include:

- Mini whiteboard work
- Rough jotters
- Use of "lolly sticks" for random selection or 'The Hat'
- Targeted questioning
- Marking that links to the success criteria (WILF)
- Children's comments both written and oral about their progress
- Use of Talk Partners/Marking Partners.
- Rag and number fans

Assessment in the Early Years Foundation Stage (EYFS):

From 2016 onwards, the government have introduced a baseline assessment for all children at the start of reception. This is not mandatory but Ringway Primary School has decided to administer the NFER baseline test. This will be done each September. Nursery children to also be base lined upon entry

At Ringway Primary on going observation in the EYFS is essential. Informal and longer observations are used by staff to assess children's skills, knowledge and understanding of concepts. They also enable staff to reflect on an individual child's stage of development, learning styles, interest and needs.

Observations, photographs and samples are kept in the child's Individual Learning Journey. Children's mark making and writing is collected in Individual Writing Profiles. Ongoing observations are used to identify next steps and planned learning experiences and opportunities which will engage the children. Longer observations will take place for children who are identified as a concern.

Teachers in the Foundation Centre use the Manchester Electronic Record of Achievement which begins on entry and is updated half termly. It is used to track children's progress against the Early Learning Goals and to inform future planning/learning opportunities.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Assessment and Recording in Key Stage 1 and 2

Every child has a 'Target Book'. This includes targets for Writing and Numeracy. Weekly results for 'Grammar Hammer', Spellings and a Numeracy Weekly Skills Test are also recorded - in teacher mark books at KS1 and by children in target books at KS2.

The literacy targets should be the Ringway writing targets on TAO .

Every class will have an Assessment file, kept up to date by the Class Teacher.

See Appendix 1 for Ringway's Stage (levelling) System.

See Appendix 2 for the Contents pages of: Class Assessment File and Target Book.

Weekly:

- Children to complete a Numeracy 'Weekly Skills Test'. Years 2 and 6 will complete a SATS paper or some other form of weekly assessment. Scores recorded in Class Assessment File and child's Target Book (KS2).
- Children to complete a 'Grammar Hammer' Test. This may not be the Assertive Mentoring test but will still be referred to as Grammar

Hammer. This will take place in the classroom. Results to be recorded by teacher and/or child.

- Spelling test and Key word results to be recorded by teacher and/or child.

End of every Half Term:

- At the end of every half term every child must complete a Numeracy test. There are 6 tests over a year, 1 for every half term. This will then inform targets for each individual child.
- Big Writing to be assessed using the Ringway Writing Targets on TAO. This will then inform new targets for each individual child.
- Spelling and Key Words progression to be monitored and assessed.
- Reading test/assessment.

End of every Term:

- Pupils to complete the White Rose Maths test for their year group.
- Teachers to update the Class Tracker for Reading, Writing and Numeracy.
- Teachers to update the tracker for Foundation Subjects.
- Pupil progress meetings with the Head Teacher. The class tracker will be looked at and used to discuss the progress, and any possible barriers to learning, of each individual child.

All tests to be reviewed with pupils in order for them to understand their mistakes and make progression.

National Assessments:

- EYFS Profile
- Y1 Phonics Test
- KS1 SATS
- KS2 SATS

See Appendix 3 for Assessment Timetable.

Moderation:

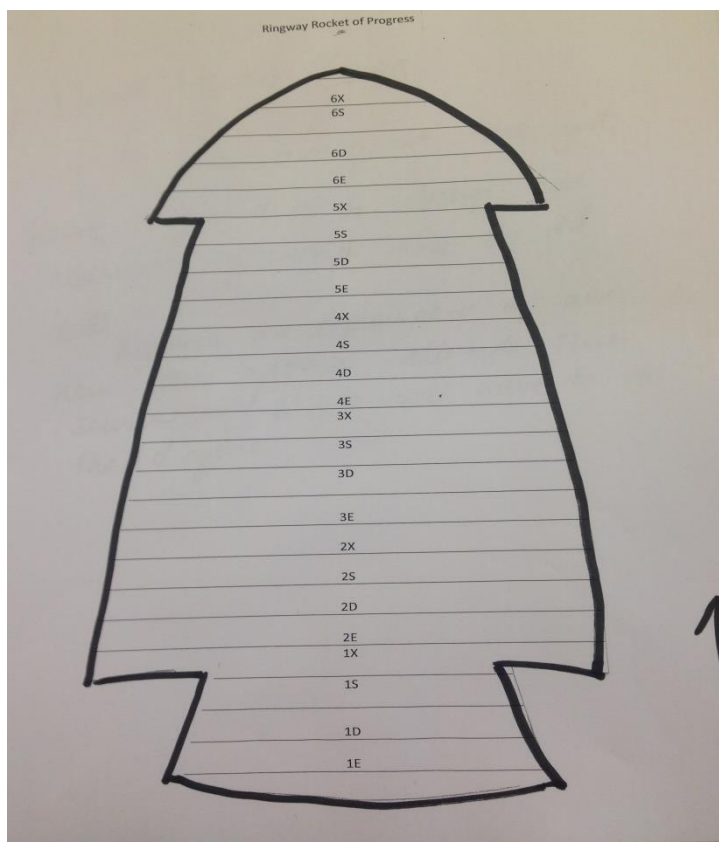
Regular moderation of grades takes place each term to ensure consistency. Teachers meet in key stage groups to analyse children's work against National Curriculum end of stage descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

Cluster group moderation will also take place at least annually for early years and for writing.

Equal Opportunities:

Assessment plays an integral part in identifying the individual needs of all children. It enables provision for children with Special Educational Needs or children who are Gifted and Talented. In addition it helps us tailor the teaching and provision for all our children at Ringway regardless of age, gender, ethnicity, background or any other difference.

Appendix 1



A Year 1 child should be working at Stage 1, Year 2 at Stage 2 etc up to Year 6 at Stage 6.

This has been broken down further to show progress:

Emerging (E) - You have just started at this level and are just beginning to understand.

Developing (D) - You are half way there you are really developing.

Secure (S) - You are secure, you really know your stuff!

Exceeding (X) - You are ahead of where you are expected to be.

Appendix 2

Target Book - Contents

1. One Page Profile
2. Literacy Targets- changed half termly
3. Numeracy Targets- changed half termly
4. Numeracy Weekly Skills Record -KS2
5. Times Tables Record
6. Spelling Record KS2
7. Key Words Record
8. Grammar Hammer Record KS2
9. My Achievements

Class Assessment Folder - Contents

1. Class tracker (updated termly)
2. SDP Targets for the year.
3. List of Interventions (updated termly)
4. Numeracy Weekly Skills Record
5. Times Tables Record
6. Spelling/Phonics Record
7. Key Words Record
8. Grammar Hammer Record

Appendix 3

Ringway Primary School

Assessment Timetable 2015-16

	1 st Half Term	2 nd Half Term
A u t u m n	Reception + Nursery Baseline Test Check tracker is up to date with any new/old pupils. New pupils - request results from last school. Set targets in Literacy and Numeracy Print off ARA papers for EYFS, KS1 and KS2. Assessment Week: Maths paper Big Write - to be graded & marked Reading Test/Assessment Spelling Phonics and Key Words monitored/assessed	Targets reviewed and set Update tracker RaiseOnline available (unvalidated data) Assessment Week: Maths paper Big Write - to be graded Reading Test/Assessment Spelling and Key Words monitored/assessed Key Stage Moderation meeting Phonics test
S p r i n g	Targets reviewed and set RaiseOnline available (validated data) Pupil registration Y6 Assessment Week: Maths paper Big Write - to be graded & marked Reading Test/Assessment Spelling, Phonics and Key Words monitored/assessed	Schools to be informed if they are to be externally moderated by the LA Targets reviewed and set Key Stage Moderation meeting Update tracker Deadline for Access Arrangements Y6 Assessment Week: Maths paper Big Write - to be graded Reading Test/Assessment Spelling and Key Words monitored/assessed Key Stage Moderation meeting Phonics test
S u m m e r	Targets reviewed and set KS2 SATS Y6 KS1 SATS Y2 Optional SATS Y3-Y5 Assessment Week: AM Maths paper Big Write - to be graded & marked Reading Test/Assessment Spelling and Key Words monitored/assessed Phonics test	Targets reviewed and set Y1 Phonics check Enter EYFSP, Y1 Phonics check, KS1 and KS2 data Into MIS and submit to LA/DfE including P scale data for KS1 and KS2 EYFS, Y1 Phonics, KS1/KS2 data analysis to identify % achieving end of year/KS standards and gaps in attainment particularly for disadvantaged pupils Update individual pupil records Review pupils' progress Annual report to parents Update tracker Key Stage Moderation meeting Assessment Week: Maths paper Big Write - to be graded & marked Reading Test/Assessment

		<p>Spelling and Key Words monitored/assessed Key Stage Moderation meeting</p>
<p>Ongoing:</p>		<p>Tracking targets and addressing children's barriers in specific interventions Adding new pupils to the Tracker and removing old pupils as they leave (see Assess Co-ordinator) Weekly: Weekly maths Test Grammar Hammer test Spelling test Tables test</p>