

Riverside Primary School



**Riverside
Primary
School**



Assessment Policy

The Governing Body adopted this Policy: April 2022
Reviewed: September 2022

Signature: C Carr (Chair of Governors)

Signature: C Lahive (Head Teacher)

'Ancora Imparo'

The objective of our assessment system is to improve the development, progress and achievement of ALL children.

It is a pathway to progress.

Children's progress is closely monitored at Riverside Primary School in order that we can provide the best possible opportunities and highest levels of support for ALL children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. We only assess what is required to ensure children's learning needs are met and to meet statutory obligations.

ASSESSMENT

- Is a picture of personal development, academic progress and depth of learning.
- Is an on-going, diagnostic process involving children receiving and responding to feedback.
- Identifies what children can do and fine tunes the next steps in learning.
- Identifies children for intervention
- Raises standards of progress
- Informs parents and other interested parties of children's progress
- Completes a critical self-evaluation of the school

Types of Assessment

At Riverside, we undertake two different but complimentary types of assessment: formative assessment and summative assessment.

Formative assessment

Assessment for learning are opportunities which are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Assessment for Learning strategies used at Riverside include:

- Working walls which show our learning journeys
- Self and peer evaluation
- Discussion, talk and modelling
- Marking and feedback - all work is marked in line with the school marking policy and children are aware of how to improve their work
- Learning objective is shared and displayed at the start of every lesson.

- Questioning
- Plans are adjusted to meet the needs of the pupils, differentiating objectives where appropriate
- Set individual and challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning.

Summative assessment

Assessment of learning (summative assessment) involves judging pupils' performance against national and local standards. Teachers make these judgements at the end of a unit of work, the end of a term, or at the end of a key stage. Test results describe pupil performance in terms of age related expectations. At Riverside, we have a termly summative assessment system, so that we can track individual's progress and facilitate interventions when necessary. This summative assessment supports the on-going formative teacher assessments

Each term, children will be assessed in English and Maths and tracked using Insight (schools tracking system). The terminology used will be: well below, just below, expected and above. Not all children may reach 'expected' by the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap.

Children are assessed in Science and the foundation subjects using the same descriptors after completing an end of unit assessment.

Assessment Cycle will include data from:

- Statutory tests – Foundation Stage Profile, End of Key Stage Tests, Phonics Screening
- NFER Standardised Tests in years 3, 4 and 5
- Termly assessments in Maths reading, writing and spelling, grammar and punctuation
- The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class
- Termly pupil review meetings with class teacher, SLT, SENDCo and Key Stage Leader.
- Regular analysis of pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups, careful planning and implementation of interventions

To achieve this we will:

- follow the Assessment cycle and update the data on a regular basis using Insight
- use information to identify percentages of children working at each stage within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- set cohort targets for maths and English and share information with SLT, SENDCo, Subject Leaders, Key Stage Leaders and Governors
- work with colleagues to moderate and level writing every term
- analyse data at the end of each academic year to track progress made
- Thorough transition process.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

We will:

- Hold regular staff meetings to moderate both core and foundation subjects
- Participate in moderation schemes in the Local Authority and with our cluster schools

Feedback

At Riverside, we know that children are critical partners in the assessment process and ensure that they are effectively included. This is achieved through a range of strategies - see Feedback Policy.

Reporting to Parents

Parents receive verbal feedback meetings from teachers during the autumn and summer term. There are also opportunities for parents to hold informal conversations with teachers during our termly coffee mornings.

Parents receive written feedback in July and are informed whether children are meeting age related expectations, and given feedback about their progress.

Statutory Tests results in Y2 and Y6 are shared with parents and state whether children have reached the expected standard.

The school website provides an overview of school performance

Assessment in EYFS

At the start of F2, a DfE statutory required Reception Baseline Assessment will be carried out on the children. This will be an activity-based assessment of pupils' starting points in language, communication and literacy and mathematics. The purpose of the assessment is to provide the starting point for a new measure that will show the progress that a child has made in their school journey between reception and year 6 / the end of key stage 2. Its main purpose is to create a starting point to measure the progress schools make with their pupils.

The teachers in F2 will then conduct their own assessment according to the EYFS Seven Areas of Learning. This again is to get an accurate picture of the child's starting point, and what the teacher needs to implement, for the child to make good progress and development and for them to reach their full potential. For the first 3 weeks of the child starting school, teachers will assess against the prime areas of learning first, these are; Communication and Language, Physical Development and Personal Social Emotional Development (PSED). This is done through play and conversation between the child and the adult. During this time, the teacher will use the characteristics of effective teaching and learning to support their own assessment of the child and plan the appropriate next steps. The teacher will then assess against the four specific areas, which are Maths, Literacy, Understanding the World and Expressive Arts and Design.

In line with the latest assessment guidance, we have started a whole class learning journal highlighting wow moments and targets. Staff also attend termly Cluster EYFS baseline sessions.

Here at Riverside, we understand the child's wellbeing is at the heart of everything we do. From September 2022, we will be using the [Leuven Scales](#) to provide practitioners with the opportunity to assess children's emotional wellbeing and support them to regulate their emotions so they are ready to learn. At the end of F2, their class teacher will also assess pupils against the early learning goals. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Practitioners must indicate whether children are meeting expected levels of development (Grade 2), or if they are not yet reaching expected levels (Grade 1). Parents will be informed about their child's grading on their end of year report along with the Year 1 class teacher.

On entry to Nursery, our pupils are assessed using Development Matters Age Bands and that information is inputted onto the school tracking system. Results are used to inform planning, set targets and aid early identification of special needs. When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.

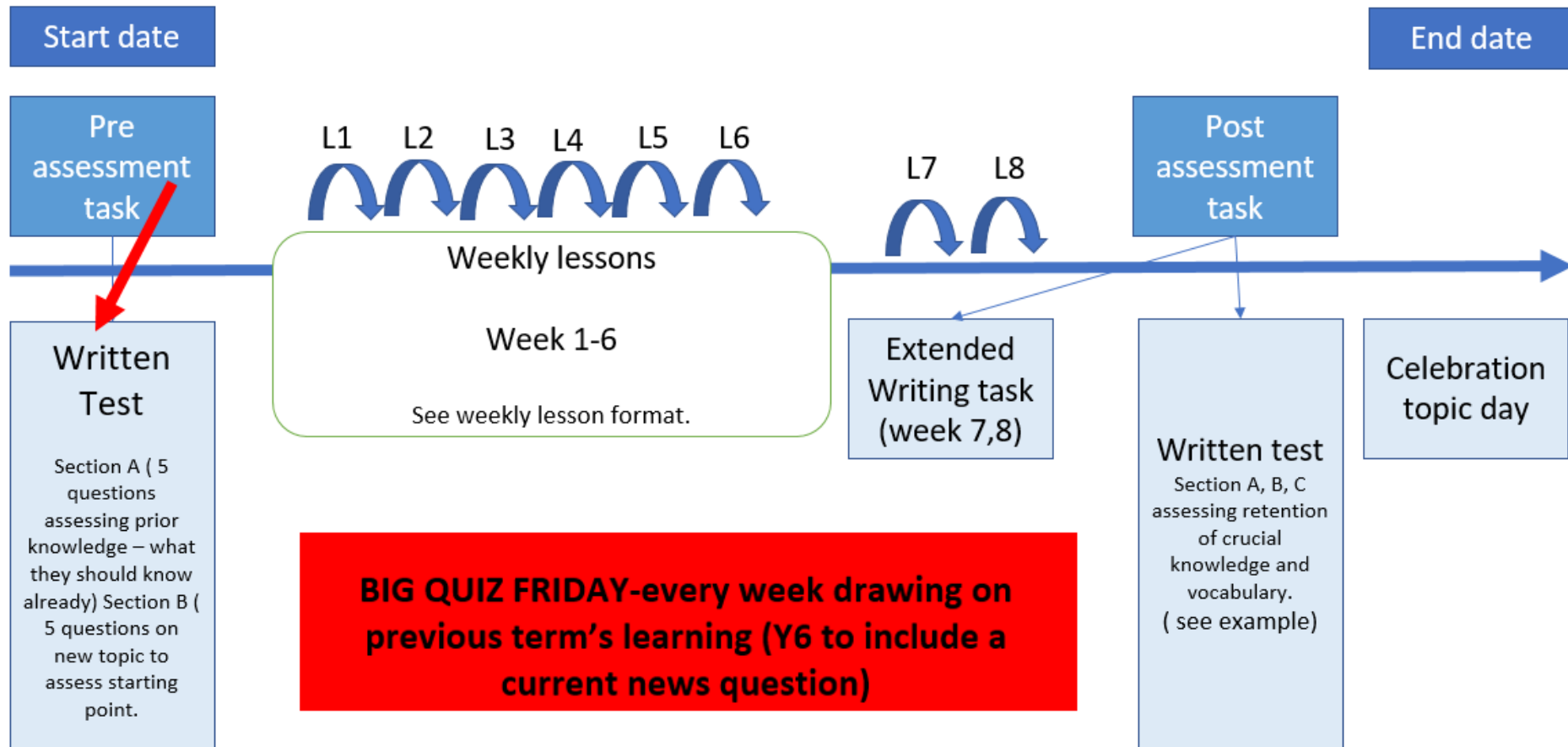
If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns.

At Riverside, we take an integrated approach to the 2-year-old progress check as we work alongside the 0-19 team health visitors, and parents/carers to obtain a well-rounded picture of the child's development.

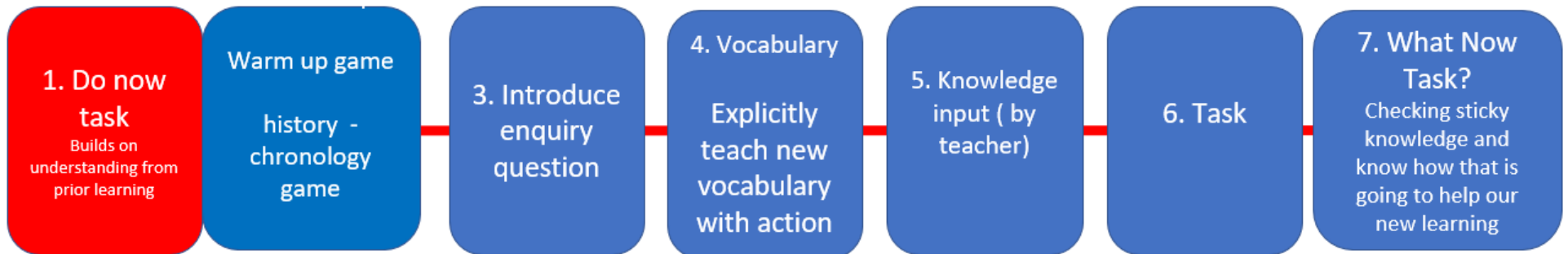
From aged 2 to F2, the WELLCOMM program will be used by 0-19 team to screen children for speech and language ability, this allows problems to be identified before they become more serious, and teachers and parents/carer are provided with activities to support them both in class and at home.

Assessment Practice Across the Curriculum





Example lesson structure at Riverside



Hinge questions - at a glance who is still with you.

Ancora Imparo – ‘I am still learning’ Assessment

What assessments do we collect in school? (Formative & Summative)	Purpose (Why is it in place? What are we using it for?)	Reliability (Would it provide consistent results?)	Validity (What conclusions are we wanting to derive from it?)	Bias (Have we mitigated for bias?)	Value (Cost vs Benefit)
End of KS for formal legal purposes SATSetc. Phonics	Government requirements for datatables	LEGAL REQUIREMENT	LEGAL REQUIREMENT	LEGAL REQUIREMENT	No cost
NFER yearly testing	To identify any pupils who are underachieving or overachieving. From this specific diagnostic testing can be applied	Yes	This can help to identify pupils who have specific difficulties or who should be achieving higher in formal testing	N/A	Cost of papers – essential spending
End of Term Summative for planning T and L / PUMA PIRA	To ensure exam readiness so our children can compete with their counterparts in the wider world For passing evidence of learning and GAPS to the next teacher at the end of the year For the planning of teaching and learning groups	Yes, as the tests are in line with the SATs test format and therefore, this results in more accurate predicted data for the pupils. Results provide information regarding formal testing and the children's ability to retain information/ vocabulary for this purpose. It also informs planning for the following term and identifies any over learning which should take place.	The results can identify pupils who cannot transfer classroom knowledge and skills to formal testing situations. Long-term plans can be adjusted to include overlearning and revision of topics on a rolling programme. Test Techniques are taught through careful planning of formative assessment	Children with SEN complete a modified paper and we apply for extra time for pupils who meet the criteria For children who are completing the end of term papers for school assessment purposes SEN pupils are allocated the papers according to their learning band.	As part of the SIP is that pupils are able to compete with their counterparts so the PIRA and PUMA TESTS are a necessary spend

<p>Half termly testing of taught material – within units of work alongside weekly formative assessment e.g. spelling tests phonics testing Daily AFL in books, Do now tasks and What now tasks, questioning, daily quizzes and BIG QUIZ FRIDAY and SATs questions</p>	<p>For planning next steps in learning To build confidence in approaching formal test questions through regular practice of the different types pupils will meet. To deepen the learning within a topic</p>	<p>Formative assessments provide reliable data if they are set up to measure progress after the work has been carefully planned and delivered. This should be directly linked to the findings of the initial assessment, then post tested to show impact.</p>	<p>Future learning and also overlearning and intervention It can also identify progress within a particular concept</p>	<p>Children in SEN groups are taught from the relevant banding and we purchase multiple copies of resources to meet their needs</p>	<p>New resources for T and L have a wide range of summative and formative assessments. Some are free of charge as we are part of the Mathematics Hub (White Rose) and others are a planned activity within purchased resources. This ensures regular formative testing relating directly to the T and L cycle. The value of these resources is that they reduce staff workload by providing clear assessments, which are directly linked to recent learning so a clear picture of progress can be seen and also misconceptions highlighted for overlearning/intervention.</p>
<p>Summative and formative in non-core subjects – knowledge mats/ vocabulary trees</p>		<p>Training in the use of knowledge mats and other means of formative assessment to ensure consistency Staff to be familiar in using the assessment recording system</p>	<p>Using knowledge mats provides another tool for learning to be assessed in a different way. It is an open-ended method of assessing both knowledge and</p>	<p>There is no bias in using knowledge mats as the children will work on them at their level</p>	<p>NO COST</p>

			skills. It will measure the success of the immersive approaches to reading and word knowledge		
Star Reader test and Star Maths test.	Used to identify zone of proximal development for reading and to support teacher judgements. KS2 children sit STAR maths test to support teacher judgement and identify programme next steps for intervention.	The programme is used across the country and results are reliable and correlated against national testing.	Highlight progress. Diagnostic test to facilitate development. Identify pupils that require intervention.	No support is given to children whilst completing the assessments.	Cost effective as it supports our triangulation approach to assessment.
WellComm speech and language NELI	Used to identify children with speech and language difficulties in entry into F1/F2 As above but aimed at F2 and Y1 due to Lockdown	Yes. Wellcomm is recognised and used by speech therapists in the NHS and private sector. Yes DFE recognised developed by leading literacy academics	It provides an age band within which the child is working with their receptive and expressive language and gives next steps for practitioners to follow.	Children are assessed by an adult familiar to them but no help is given to the children during the assessment	Provided by the Children's Centre- no additional cost to the school
Leuven scales	To assess the children's emotional wellbeing	Measures pupils' involvement and emotional wellbeing	Links to the FS characteristics of learning	Observational assessment- moderate between staff	No additional costs

SECTION 2 SEN TESTING

<p>SEN TESTING Children on the SEN register for Cognition and Learning have individual learning outcomes, written on their maths and/or English support plans, which are reviewed termly. Boxall Profile is used to assess the needs of children on the SEN register with SEMH as a primary need.</p>	<p>To identify SEN issues for pupils to support referrals and assessment paperwork to access funding to provide the appropriate support</p>	<p>Outcomes are bespoke to each child, based on their stage of learning, not ARE.</p>	<p>Whether the additional support being offered is having a noticeable impact.</p>	<p>Outcomes on support plans should be S.M.A.R.T and therefore clearly show progress made during the term</p>	
<p>Boxall</p>	<p>To act as a benchmark at the start of an intervention to measure progress and the effectiveness of the intervention</p>	<p>Yes. The Boxall Profile is a well renowned tool for assessing SEMH needs in nurture groups.</p>	<p>The Boxall Profile enables practitioners to quantify progress in the area of SEMH. To ensure consistency, the same practitioners should assess the child throughout the year, or complete joint assessments to moderate their decisions.</p>	<p>Joint decision-making enables judgements to be fair and allows for debate on pupils' progress- ideally all staff who work with the pupil should contribute.</p>	<p>No additional cost</p>
	<p>As formative assessment to identify next steps or the appropriate programme of support for the child</p>				<p>£50</p>
	<p>Children on the SEN register may only make small steps in their progress, which is important to evidence.</p>				

	Used to assess the needs of children on the SEN register with SEMH as a primary need.				
Half-termly assessment of RWI	<p>To identify any pupils who are underachieving or overachieving.</p> <p>For the planning of teaching and learning groups.</p> <p>To use the data to implement 1:1 interventions.</p> <p>For planning next steps in learning</p> <p>To build confidence in approaching formal test questions through regular practice</p>	<p>Reading Leader assesses all children across the whole school.</p> <p>Assessment tracked on Individual Assessment Tracker to identify child's progress from F2 to completion of RWI programme.</p> <p>Assessment tracker to monitor progress in RWI groups and coach if teaching needs improving.</p> <p>Data added to Ruth Miskin School Portal to monitor data year on year.</p>	<p>Ensure children progress to the next book level in RWI Phonics.</p> <p>Plan interventions for stalled progress.</p> <p>Identify children for 1:1, extra group practice and pinny time.</p> <p>Strengths in teaching-identifying groups making accelerated progress.</p>	<p>Leader assesses as opposed to class or group teacher.</p> <p>No support given during assessment</p>	No additional cost