

RAYNHAM  
PRIMARY SCHOOL



# Assessment Policy

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. Assessment is carried out in partnership with children. We want our assessments of pupils' progress to celebrate success and reduce underachievement.

At Raynham, assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson. All staff are regularly trained in our approaches to assessment. Senior leaders are responsible for assessment.

### **Our method of assessment**

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- We assess pupils against learning objectives and success criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to learn, know and be able to do.
- Assessment criteria are derived from the school curriculum, which is based on the National Curriculum (see Curriculum maps).
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Each pupil is assessed as either 'emerging', 'secure' or 'advanced' based on each relevant criterion contained in our expectations for that year and tracked accordingly (see data on tracking system).
- For those pupils meeting the expected and exceeding the standards, we provide more challenging work that will deepen their understanding.
- Assessment judgments are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgments are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

### **Our use of assessment**

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations.
- Data is analysed by the Senior Leaders responsible for tracking and other Senior Leaders. This enables identification of who may require smaller group teaching or interventions, or who may need pastoral support.
- Senior Leaders moderate formal assessments and teacher assessments regularly to ensure consistency across the year groups.

- Pupil Progress meetings are held between teachers and leaders, who analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in the school are making appropriate progress and that all pupils are suitably stretched.
- Small teaching groups enable the neediest children to have their learning needs met more effectively than being in a class of 30.
- Intervention programmes are based on detailed (often question by question) analysis of children's strengths, gaps and areas for short bursts of focused teaching – in very small groups for those who are struggling with a particular concept, or one to one, as appropriate.
- The information from the assessment is communicated to parents and pupils on a termly basis through parents' consultation meetings or one-to-one meetings with the leadership team. Parents and pupils are kept up to date with what has been achieved and indications of what they need to do next.
- Assessment data informs appraisal targets and outcomes to ensure that pupils' progress is central to whole school development.
- Assessment data ensures that the priorities within the School's Development Plan are closely matched to the expected outcomes of pupils and that CPD is targeted at developing teachers' knowledge and approaches to planning, teaching, learning and marking.

Pupils' recorded work is marked in line with the Marking Policy and models how corrections should be made, giving children a chance to learn from their misconceptions and gives time for closing the gaps and next steps, as appropriate. Evaluation of learning outcomes influences possible changes to planning for the next day or next week.

Assessment of pupil work and progress is ongoing by the class teacher and informs future planning. (See English, Maths and Science Policies for Assessment guidance and timelines). Teachers use this information to inform planning for groups and individual pupils.

Summative assessments are made at least once per term in order to provide further understanding of where a child is working in relation to age-related expectations and along with Teacher Assessment inform a more rounded judgement of their attainment and needs.

### **Self-Assessment**

Children should be involved in assessing their own work. This might include:

- Thumbs up – how did they find the work?
- Smiley faces, traffic lights, etc.
- Pairs/small groups – talking through their processes for working out problems before working independently.
- Peer assessment.
- Pupils' voice – children to be given opportunities to evaluate their learning and record their thoughts through different activities in their books.

Two distinct types of assessment are identified and used in our school. These are:

**Assessment for learning (AfL)**

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

**Assessment of learning (AoL)**

Assessment of learning is more associated with judgements based on scores for statutory or summative purposes. Assessment of learning describes and labels past learning.

Both are essential in raising standards and should be used in all classes within our school.

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## Early Years Foundation Stage Assessment

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At Raynham we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs.

**Formative Assessment**

We follow the DfE 'Statutory framework for the early years foundation stage' (EYFS). This sets the standards for children's learning and development from birth to five years old, over seven areas of learning - three 'prime' areas (Communication and Language, Physical Development and Personal, Social and Emotional Development) and four 'specific' areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). These areas are further divided into 17 Early Learning Goals.

Baseline assessments are carried out during the first half term. In Nursery and Reception, children are assessed in all areas of learning (prime and specific), in our Two Year Old provision, the focus is on the prime areas. We used our school-based assessment tool. This is based on information from parents/carers, interactions with the child in the home environment, feedback from Nursery and other Pre-school Settings and observations in the learning environments. These give us a secure basis from which to plan for children's learning needs. Ongoing observational assessments identify each child's achievements, interests, learning styles and progress. Assessments are in line with the EYFS curriculum based on regular/daily observations and cross-curricular focus activities. Through these, practitioners determine children's next steps and then plan an appropriate challenging curriculum. Intervention groups are based around closing the gaps. More able plus children are challenged both in class and in small group teaching sessions. All practitioners who interact with the child contribute to the assessment process. Evidence of each child's development is collated in their Learning Journey.

### Assessment timeline

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"><li>● Initial observations</li><li>● Baseline assessment</li><li>● Incidental observations</li></ul>	<ul style="list-style-type: none"><li>● Track 3 or 4 children per week for each session</li><li>● Analysis of gaps to be addressed in focused teaching sessions</li><li>● Interventions &amp; advanced learners groups</li><li>● Incidental observations</li><li>● Data collection during Spring 1 &amp; Summer 1</li></ul>				<ul style="list-style-type: none"><li>● Incidental observations</li><li>● Closing gaps</li><li>● End of year data collection and reporting</li></ul>

### Summative assessment

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's achievements against the seventeen aspects. It summarises children's progress towards the early learning goals. Scholarpack is used to compile all our evidence.

### The statutory assessments in Early Years are:

- Progress check at age two (assessment in the prime areas) – carried out between 24 and 36 months
- The 'Early Years Foundation Stage Profile' (EYFSP) – carried out in the final term of Reception. For each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year

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## English Assessment

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### KS1 English Assessment

Writing: Year 1 & Year 2

- Year 1 termly & Year 2 half termly assessment in writing – children write independently 'Show What I Know'.
- Work is marked against assessment criteria standards (Roz Wilson/TAF).
- Teachers record results on tracking grid to inform targets and to highlight gaps in learning for next steps, focus group teaching and interventions.
- Termly assessment during moderation of children's 'big writing' against the TAF

### Reading: Year 1 & Year 2

- Ongoing weekly assessment targets and observations during small group guided reading sessions.
- Statutory assessments Year 2 (Reading)

### Phonics:

- Ongoing assessment through classroom observations and writing /reading progression
- Focus children highlighted for phonics intervention work
- Baseline assessment for phonics for new children
- Termly (in house) phonics screening assessment for Year 1 and Year 2 children who did not make 'pass' mark
- Year 1 final assessment – gaps identified for teaching.
- Statutory Phonics Screening Check

## KS2 English Assessment

### Writing: KS2

- Children write a *Have a go* piece of work at the start of every new unit of work independently.
- Half termly assessment in writing – children write independently 'Show What I Know'.
- Work is marked against assessment criteria standards (Roz Wilson/TAF).
- Teachers record results on tracking grid to inform targets and to highlight gaps in learning for next steps, focus group teaching and interventions.
- Termly assessment during moderation of children's 'big writing' against the TAF

### Reading: KS2

- Ongoing weekly assessment targets and observations during small group guided reading sessions.
- Assessment of reading through content domains (2A-2H)
- Y3-Y5 Termly reading test (NFER)
- Statutory assessments Year 6 (Reading)

### Grammar:

- Grammar and spelling are assessed using test papers (NFER)
- Gaps in children's knowledge are identified through close analysis after every test, and subsequently, remedial work in class enables those gaps to be closed.
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- Phonics intervention for children who did not meet the required pass mark at the end of KS1
- Baseline assessment for phonics for new children.

### Phonics:

- Phonics intervention for children who did not meet the required pass mark at the end of KS1
- Baseline assessment for phonics for new children.

For the formal assessment of reading and writing, Ros Wilson Standards of Assessment documents are used or TAF (y2-Y6). Children are assessed as being Emerging, Secure or Advanced. Where they are working at a much earlier stage – for instance, children newly arrived from overseas, or those with SEND, Pre Key Stage standards are used.

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## Maths Assessment

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### KS1 and KS2 Assessment

In Maths, teachers assess the children against half termly objectives from the National Curriculum using White Rose Hub framework adapted to the needs of our school enabling the demonstration of children's skills in fluency, reasoning and problem solving skills. Termly focus assessments designed by the school are in place to match the learning objectives for each group which have been closely cross-referenced with key objectives in line with the National curriculum.

Teachers use the key objective and descriptors grid in children's books to record on-going assessments. This progress is recorded termly onto Google Drive and are then used by teachers to track children's progress, identify gaps and determine overall progress. Termly assessments are completed to assess children's progress against the objectives taught in the term. The consolidated score of children's progress is calculated as 50% teacher's assessments in books and 50% termly assessment.

Children are assessed as being Emerging, Secure or Advanced according to age related expectations. This is in line with the school's approach to assessment of learning. After assessments are done, the tests are analysed to show gaps in learning which are then closed in lessons and intervention programmes.

Assessments will take place in Year 1 to Year 5 termly and Year 6 half termly. Teachers will also draw upon their class record of attainment against key objectives, supplementary notes, knowledge about their class and end of term assessments to produce a summative record. Accurate information will then be reported to parents and the child's next teacher.

The outcomes of the assessments will be recorded by the class teacher and used to inform the updating of the Target Tracker every term. Assessment will also be made through the use of previous National Curriculum mathematics tests for pupils in year 6.

#### **Mastery**

In Maths, we are continually assessing our pupils and recording their progress through the termly key objectives and descriptors in children's books and on the tracker. We see assessment as an integral part of the teaching process and strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

The process incorporates creative and outdoor learning, pupil voice, activities from White Rose Hub, NCETM mastery documents and adapting NRICH activities for investigations, cross curricular to English through reasoning, analysing and explaining and also humanities subjects through fieldwork. We also provide tailored challenges for more able as part of lessons as well as independent activities through the discovery zone.

Assessment will take place at three connected levels: short-term, medium-term and long-term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

**Short-term** assessment will be an integral part of every lesson. Assessment for learning should occur throughout the entire maths lesson through targeted questioning, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs. This feedback should be incisive and regular.

Electronic assessment in the Early Years is completed on a daily basis using "2Build a Profile". Teachers use "Classroom monitor" to collate evidence, identify gaps and support planning.

The teacher will share the objectives for the lesson with the children and make sure they are clear about what is being expected of them to successfully achieve the objective. This is a necessary part of assessment for learning and helps the children take ownership for their own learning. The short term assessment will also involve the teacher checking the children's understanding during and at the end of the session to inform future planning and lessons.

**Medium-term** assessments will take place in Year 1 to Year 5 termly and Year 6 half termly. **'Focus' assessments- designed by the school to match learning for each group and which have been closely cross-referenced with key objectives in line with the NC.** Years 3-5 NFER assessments are done once a year and year 6 complete SATs Practice Papers half termly.

EYFS-daily teacher assessment, Yrs 1 and 2 do ongoing teacher assessments. Year 2 also undertake Year 2 SATs in June to inform and moderate TA levels.

**Long-term.** These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

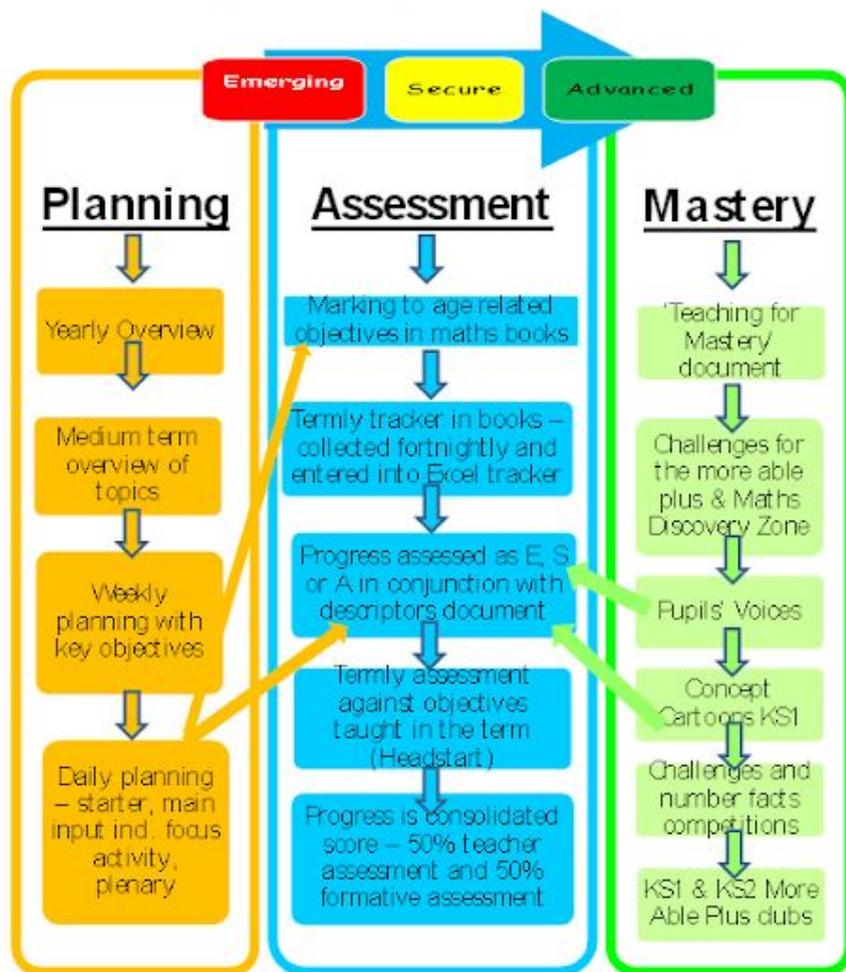
The outcomes of the assessments will be recorded by the class teacher and used to inform the updating of the Target Tracker every half term.

Assessment will also be made through the use of previous National Curriculum mathematics tests for pupils in year 6. Teachers will also draw upon their class record of attainment against key objectives and supplementary notes and knowledge about their class to produce a summative record. Accurate information will then be reported to parents and the child's next teacher.

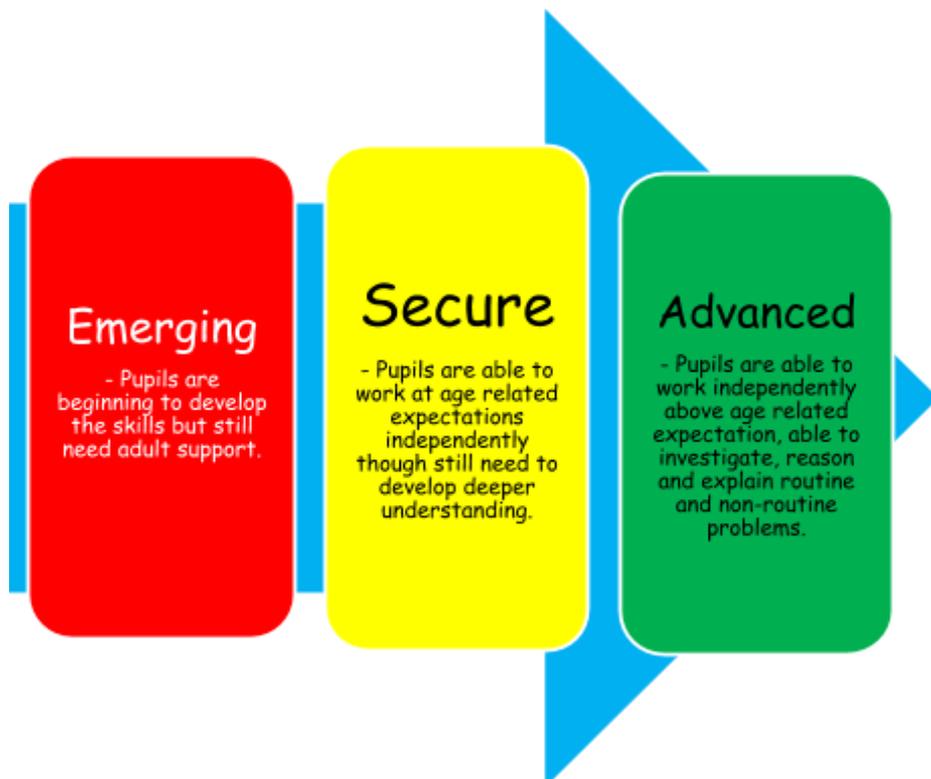
## Maths Assessment Timetable for KS1 and KS2

Term	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Objectives in books - number and place value	Objectives in books - number and place value	Objectives in books - number and place value	Objectives in books - number and place value	Objectives in books - number and place value	Objectives in books - number and place value  Previous SATs papers
<b>Autumn 2</b>	Objectives in books & White Rose Hub tests – Place value & 4 operations	Objectives in books & White Rose Hub tests – Place value & 4 operations	Objectives in books & White Rose Hub tests – Place value & 4 operations	Objectives in books & White Rose Hub tests – Place value & 4 operations	Objectives in books & White Rose Hub tests – Place value & 4 operations	Objectives in books & White Rose Hub tests – Place value & 4 operations  Previous SATs papers
<b>Spring 1</b>	Objectives in books	Objectives in books  Previous SATs papers				
<b>Spring 2</b>	Objectives in books and White Rose Hub tests	Objectives in books/ White Rose Hub tests  Previous SATs papers	Objectives in books and White Rose Hub tests	Objectives in books and White Rose Hub tests	Objectives in books and White Rose Hub tests	Objectives in books/ White Rose Hub tests  Previous SATs papers
<b>Summer 1</b>	Objectives in books	2020 SATs tests	Objectives in books	Objectives in books	Objectives in books	2020 SATs tests
<b>Summer 2</b>	Objectives in books and NFER tests	Headstart and NFER tests				

## Maths: Assessment Overview:



## Maths Assessment Descriptors:



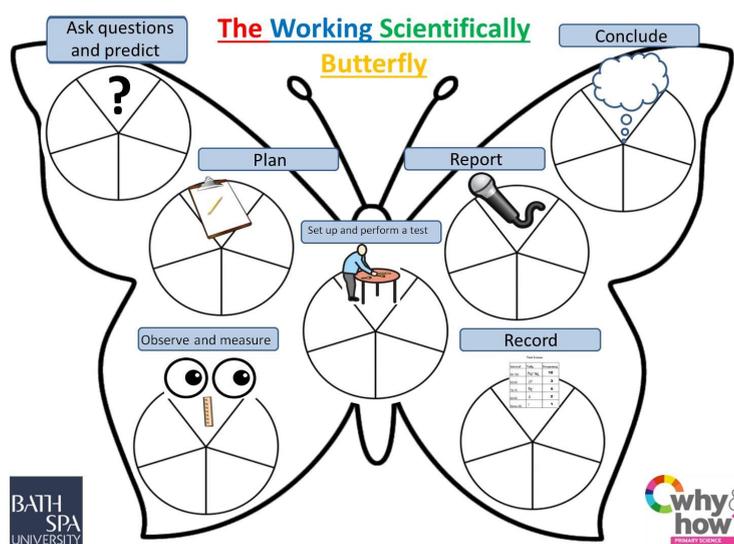
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## Science Assessment

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Teachers will assess children's Science work in a variety of ways to ensure they gain a full understanding of what each child has learnt, and what is needed to progress their understanding. Teachers will observe and provide written and/or oral feedback rooted on children's enquiry and inquisitive skills.

Teachers will use the National Curriculum statements on classroom monitor assessment systems to make an overall judgement of children's working scientific ability. KS1 and KS2, teacher assessments are recorded in half termly on Scholar Pack.



Progression in Science is discussed in pupil progress meetings and relevant targets and actions are considered.

In order to support to plan and assess effectively the Science National Curriculum teachers have access to:

- Knowledge and working scientifically matrices that provide additional guidance which clarifies the statements for each year of the National Curriculum.
- Annotated collections of children's work that provide examples of work that meet the expectations of the knowledge statements for each topic from each year of the science National Curriculum.
- Progression maps that highlight the links between the topics taught in different year groups and the development of working scientifically skills
- CPD resources that can be used for their personal development and effective and accurate assessments.

Reviewed: March 2020