

# Rainow Primary School

*Caring, Learning, Achieving.*

## Assessment Policy

<b>Member of staff responsible:</b>	<b>Headteacher</b>
<b>Governor Committee:</b>	<b>Teaching and Learning</b>
<b>Date approved by the governors:</b>	<b>Autumn 2024</b>
<b>Date to be reviewed:</b>	<b>Autumn 2027</b>

*(Appendix 1 will be updated whenever changes occur to the assessment schedule)*

### Introduction

Assessment for Learning (AfL) involves using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this. Our aim is that learners should share responsibility for their learning and that teachers have an obligation to tailor this learning to best suit the needs of individual pupils. The ultimate purpose of AfL is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives.

This policy sets out the strategies that teachers at Rainow Primary School, and in many cases teaching assistants, will use in the AfL process.

### Responsibilities

The Governing Body is committed to the importance of effective AfL. It is the responsibility of the Headteacher, supported by the Deputy and teachers, to ensure the implementation of this policy and guidance.

Teachers are required to:

- Provide feedback (written / verbal) to pupils which encourages dialogue and develops their self-assessment skills.
- Share expectations with pupils as learning objectives (these will be linked to the criteria in the National Curriculum and translated into child-friendly language). These expectations will be reflected in the feedback teachers give.

### Characteristics of Assessment for Learning

Effective AfL is a key factor in raising pupils' standards of achievement. Teachers will, where possible:

- share learning goals with pupils
- help pupils to recognise and understand success criteria linked to learning
- provide feedback which leads pupils to identify what they should do next to improve
- have a commitment that every pupil can improve
- work with pupils in reviewing and reflecting on their performance and progress
- involve pupils in self and peer assessment
- adjust teaching to take account of the results of assessment. This will be done by:
  - observation – including listening to how children describe their work and their reasoning
  - questioning - using open questions, phrased to invite pupils to explore their ideas and reasoning
  - setting tasks in a way which requires pupils to use particular skills or apply ideas;
  - asking pupils to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing.

## **Formative and Summative Assessments**

We recognise that;

- Assessment **for** learning is **formative** assessment; it is regular and on-going.
- Assessment **of** learning tends to be **summative** and is carried out periodically e.g. at the end of a unit, year or Key Stage. The teacher undertakes this kind of assessment to make a judgement on how well a student is performing. Conclusions are usually reported in terms of grades, marks or stages.

We believe that a system based mainly on formative assessment but informed by carefully chosen and sensitively administered summative assessment, can provide the most accurate overall picture of children's achievements, progress and, most importantly, identify next steps.

## **End Points**

The curriculum is made up of clearly defined end points. These end points define what children ought to know and be able to do by certain points. End Points are the most important knowledge that we want children to know, remember and apply. Knowledge can be substantive (factual content - knowing what) or disciplinary (the action taken within a particular subject to gain knowing - knowing how to).

In some subjects the end points are marked at the end of the unit, in others it will be at the end of a year. This will differ due to the variety and depth of knowledge within each subject.

Teachers will design tasks at the end of learning sequences to assess children's progress towards achieving the End Points and plan next steps accordingly. This might be a formative or summative assessment.

## **The Assessment Schedule**

Formal assessment is a systematic part of our school's work, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and how the school develops a clear understanding of the best ways to raise standards.

Our Assessment Schedule, detailing the assessments (statutory and non-statutory) which each year group is required to undertake, can be found in Appendix 1.

## **Monitoring**

The SLT and teachers monitor and analyse pupils' attainment and targets each term to assess progress. This analysis provides information which contributes to a fuller picture of the child, and helps in the decision-making process for identifying pupils who might need additional or alternative support.

After consultation has taken place, children may be identified as requiring additional support (beyond quality first teaching) or be referred to the SEND register. Children on the SEND register (including the Additional Support Register) may need further diagnostic assessments and supplementary standardised testing in order to glean extra information for how to support them in the most effective way.

Results of all assessments outlined on the schedule, including end of Key Stage SATs results, are recorded. The class teacher, Special Educational Needs Coordinator and Senior Leadership Team all have access to these results.

## **This Policy should read alongside the following policies:**

Feedback and Marking Policy  
Teaching and Learning Policy  
Curriculum Subject Statements  
Early Years Foundation Stage Policy

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R</b>	7 areas of learning and dev.	<ul style="list-style-type: none"> <li>• Reception Baseline Assessment is undertaken in the first few weeks at school.                             <ul style="list-style-type: none"> <li>• Phonics assessment in first two weeks of school.</li> </ul> </li> <li>• On-going observation and assessment throughout the year through observations of children, recorded work and planned assessments in different areas of learning.                             <ul style="list-style-type: none"> <li>• Phonics assessed is ongoing and at the end of each phase.</li> </ul> </li> <li>• Assessed in all areas Sep, Dec, Mar and June against End Points and developmental milestones.</li> <li>• In June, children are assessed against the Early Learning Goals and Rainow school EYFS End Points.</li> </ul>					
		*Reading	PM Benchmarking	NFER		NFER	PM Benchmarking
<b>1</b>	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books
	EPGS	Ongoing Phonics Assessment	Ongoing Phonics Assessment	Ongoing Phonics Assessment	Ongoing Phonics Assessment	Ongoing Phonics Assessment	Phonics Screening Test
	Maths		NFER		NFER		NFER
	Science	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of year assessment
	Other		End of unit assessments		End of unit assessments		End of unit assessments

**Statutory**

**Non-statutory**

\*PM Benchmarking, or a NFER test taken from a lower age group, will be used for children who have not yet reached Age-Related Expectations and not able to access their age-appropriate NFER.

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>2</b>	<b>*Reading</b>		NERF		NERF		Y2 Optional SATS
	<b>Writing</b>	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books
	<b>EPGS</b>	Phonics Baseline (Phase 5)	Ongoing Phonics/spelling Assessment	Ongoing Phonics/spelling Assessment	Ongoing Phonics/spelling Assessment	<b>Y2 Phonics Screening Retakes</b>	Y2 SPAG Optional Test (SATS)
	<b>Maths</b>		NERF		NERF		Y2 Optional SATS - Arithmetic Y2 Optional SATS - Reasoning
	<b>Science</b>	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments
	<b>Other</b>		End of unit assessments		End of unit assessments		End of unit assessments
<b>3</b>	<b>Reading</b>		NERF		NERF		NERF
	<b>Writing</b>	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books
	<b>EPGS</b>		NERF		NERF		NERF
	<b>Maths</b>		NERF		NERF		NERF
	<b>Science</b>	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments
	<b>Other</b>		End of unit assessments		End of unit assessments		End of unit assessments

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	*Reading		NFER		NFER		NFER
	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books
	EPGS		NFER		NFER		NFER
	Maths		NFER		NFER		NFER Year 4 Multiplication Tables Check
	Science	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments
	Other		End of unit assessments		End of unit assessments		End of unit assessments
5	*Reading		NFER		NFER		NFER or Y6 SATS past paper
	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books
	EPGS		NFER		NFER		NFER or Y6 SATS past paper
	Maths		NFER		NFER		NFER or Y6 SATS past paper
	Science	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments
	Other		End of unit assessments		End of unit assessments		End of unit assessments

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	*Reading	NFER	SATS past papers	SATS past papers	SATS past papers	Y6 SATS: Reading	
	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books to inform Y6 SATS: Writing (TA)	Writing in books
	EPGS	Check Y1-4 Word List	Y6 Word List	Y6 Word List	Y6 Word List	Y6 Word List	
		Year 5/6 Word List	SATS past papers	SATS past papers	SATS past papers	Y6 SATS: EPGS	
	Maths		SATS past papers	SATS past papers	SATS past papers	Y6 SATS: Maths	
	Science		End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments Y6 SATS: Science TA	End of unit assessments
Other		End of unit assessments		End of unit assessments		End of unit assessments	

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