



Roman Road Primary School Assessment Policy

Reviewed by Roman Road Primary School:

July 2020

Date next full review is due:

July 2023

Roman Road Primary School

Assessment, recording and reporting

Assessment

Principles of Assessment

Assessment for learning is central to the whole assessment process. Assessment is both formative and summative.

1. Assessment is an integral part of the teaching and learning process.
2. Assessment will take place in a familiar and supportive environment.
3. The teacher will use techniques appropriate to the task, activity or process taking place.
4. Achievement is recorded and emphasis is placed on the positive aspects of development and experience.
5. Assessments will be as objective as possible and assessment criteria will be made explicit to children.
6. Assessments are made on clear evidence gathered by the teacher. Summative assessment will be used formatively.
7. Assessments are free from bias or stereo-typing in relation to SEND, gender, religion, race or class.
8. Opportunities for self and peer assessment will be developed and targets set after discussion with the child.
9. Pupils will have a comprehensive record based on evidence of progress during their time at the school. This record should form the basis of a summative report annually.
10. Parents are encouraged to share their views of their child and will contribute to the record of achievement as appropriate.
11. Rigorous moderation will take place to ensure consistent and accurate assessments to maximise learning.

Types of Assessment

Formative Assessment

This is ongoing and provides continuous information about a pupil's progress throughout the week, term or year. It is used at the planning stage for the next steps in learning. It takes place within the normal classroom lessons and assists in meeting the learning needs of all children.

Diagnostic Assessment

Diagnostic assessment, including the use of standardised tests, is used to identify pupils' strengths and areas for improvement in specific learning areas. From this, focused, targeted interventions and support can be implemented.

Summative Assessment

Summative assessment is made against GAP in reading, writing and maths using both teacher assessment and the use of tests. Along with school tests, optional tests and other published materials will be used. These support and moderate teachers

assessments and inform senior leaders about areas of cohort or school strength and areas of development.

Summative assessments are used formatively to meet the learning needs of classes, groups and individuals, to identify next steps and to target learning.

Parents will be given information about their child's achievement each term at parents' evening. At the end of each year a written report is provided. If an issue arises, staff consult with parents immediately.

Evaluative Assessment

The results of assessment can be used to judge the effectiveness of learning and teaching in school or on an individual basis. Evaluative assessment can also be used by the Head Teacher, Governors and senior leaders to monitor the delivery of the curriculum within school and to track achievement effectively.

Assessment in Action

Most assessment is formative. It reflects the learning intention and success criteria established for the lesson and shared with the children. This allows focused assessment, appropriate to individual needs, to take place. From this further learning is planned to continually move learning forward.

Assessment is appropriate to the task. It may be done to assess knowledge at the end of a piece of work or theme. In the core subjects, each stage builds on the previous stage and pupils' progress is assessed continuously both formatively and formally, through teacher assessment or tests. GAP is used half termly and progress is assessed against the objectives taught. At the end of each term the achievement of each child is recorded in a tracking system.

Assessment of skills takes place in the creative curriculum through formative teacher assessment and summatively in some subject areas with tests, and this is recorded in the class file.

The achievements of PP children are tracked and interventions implemented immediately to support the children to maximise their achievement.

SEND children are assessed formatively in class and also through the use of specific skills tests or standardised tests such as Neale. Individual plans are developed and information is shared with members of staff so that specific interventions and support are identified and implemented.

Assessment strategies used

- Observation – of individual work and of group work.
- Dialogue – use of open-ended questions to allow the child to show what s/he means.
- Questioning and improvement prompts to stretch thinking and learning.
- Active listening
- Marking and feedback including both verbal and written forms.
- Peer and self assessment

- Key tasks – set to demonstrate knowledge and understanding or mastery of learning.

Evidence

Linked to assessment is the collection and maintenance of evidence. This may be in the form of: written work, graphical representation, computer print out, drawings, charts and diagrams, formal test scripts, observations, photographs, observations, portfolios, tracking data, RWInc records and progress data. Or this may be in the form of: checklists, diary comments, reading records, spelling tests and homework.

Moderation

In order to ensure that assessments are standardised across the school, staff bring a range of evidence to a moderation session and using GAP, agree the achievement of the child. Governors are invited to attend. (at least termly)

Middle leaders moderate for literacy and numeracy of a group they track throughout the year. (termly)

SLT moderate evidence from a sample across the school.

EY, Y2 and Y6 teachers attend LA moderation sessions termly.

Termly work scrutiny

EY, Y2 and Y6 books are moderated on a 2 to 3 year cycle by the LA.

RWInc assessments are moderated by the Literacy leader.

Teacher assessments are moderated using tests (summative assessments).

Recording

Planning is annotated to implement support and to plan future learning.

Reading records are kept. RWInc records and assessments are kept.

Records of spelling and times tables tests.

Records of progress against GAP objectives taught. (groups/individuals of children)

Termly record of achievement against GAP. (whole class)

Marking in books and files.

Record sheet from the termly meeting with parents.

Reporting

Parents' evening is held each term and a report of achievement if made and a record made.

Parents receive a written report annually.

SATs results and comparative information are given to the parents with the annual report. This information is also available on the school's website.

Early Years

Baseline in Early Excellence is completed in the first six weeks of Reception. Data is analysed to identify strengths and areas for development which are then used to inform planning. Narrative observation is a very important part of assessment in Early Years. Using this and the 2simple programme, evidence is matched to objectives in the 17 areas of learning in Development Matters to show progress.

Each child has a progress book where objectives for basic skills in numbers, shape & space and literacy are assessed. This is done termly.

Sources of evidence are in floor books, the 2simple programme, photographs, narratives and completed work.

At present the Early Years profile is completed and submitted to the Local Authority in June.

Moderation

Local Authority moderation

Cluster group moderation in meetings.

In school work scrutiny by Early Years and KS 1 staff

Literacy and numeracy leaders moderate

LA advisor visit at least annually