



Assessment at Rivacre Valley Primary School

Aims and Principles of Assessment:

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and promoting children's education and learning
- High quality, in depth teaching is supported and informed by high quality formative (on-going) assessment
- Promotes equality of opportunity for all children to succeed if taught and assessed effectively
- There is a clear purpose for assessing and that assessment is fit for its intended purpose
- Assessment is used to focus on monitoring and supporting childrens' progress, attainment and wider outcomes
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- We achieve our assessment without adding unnecessarily to teacher workload
- Assessment is inclusive of all abilities
- A range of assessments are used including on-going formative assessment, in school summative assessment and Nationally Standardised Summative Assessment.

Delivery:

At Rivacre Valley Primary School we use three forms of assessment: on-going formative assessment, in school summative assessment and Nationally Standardised Summative Assessment

On-going formative assessment:

On-going Formative Assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary

and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through On-going Formative Assessment, we will

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

A range of on-going Formative Assessments will be used including, for example:

- Marking of pupils' work, using two stars and a wish – information plotted onto subject specific tracking grids
- Observational assessments (Tapestry in EYFS)
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, self-marking against agreed success-criteria
- Peer marking
- Pupil conferencing

In school summative assessment:

In school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in school summative assessments to evaluate both pupil learning at the end of a taught unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In school-summative assessments' will be used including, for example.

- End of year tests
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEND
- Termly monitoring pupil progress and attainment – (input data onto SIMs – EYFS / Input data onto MAGs – KS1 and 2)
- Parent reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A Baseline Assessment in Year R
- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system and Tapestry will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training.

The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Monitoring and Evaluation

The Outcomes for Children and learners Team, is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Senior Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governing Board.

Approved by Outcomes for children and Learners Team and Governing Board: