

Assessment Policy

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Introduction

Ruishton Church of England Primary School endeavours to ensure that all children make better than expected progress from their individual starting points. Formative and summative assessments are essential for supporting teachers to identify the knowledge and skills learnt and retained by children and to identify gaps and next steps in learning. This policy outlines our approach to summative assessment of learning and should be read in conjunction with our Feedback and Marking Policy and the Intervention Policy.

Aims

The purpose of this policy is to:

- Provide parents and carers with an overview of assessment undertaken at Ruishton Primary School
- Provide a consistent and coherent approach to assessment across the school.
- Ensure that assessment is purposeful, suitable and meets children at their learning points.
- Ensure that any assessment takes into consideration of any SEND and need for adaptation.
- Align with the expectations of national curriculum assessments

Roles and Responsibilities

Headteacher and Senior Leadership Team

- Developing and reviewing this policy.
- Providing guidance and support to teachers.
- Monitoring the implementation and impact of the policy across the school.
- Ensuring that this policy is implemented effectively in the school.
- Providing leadership and support to staff on assessment practises.
- Monitoring the quality of school assessment procedures so that they provide the right support to learners in the school.

Domain Leaders:

- Developing subject-specific guidance on assessment for their subject, in line with this policy.
- Providing training and support to teachers in their subject area.
- Monitoring the quality of assessment provided in their subject area.

Teachers:

- Administer any assessment with fidelity and fair process
- Providing learners with reasonable adjustments to support access to any assessments
- Using any data from assessment to inform their teaching and planning.
- Adhering to this policy and any subject-specific guidance.

Learners:

- Engaging with feedback and using it to improve their learning.
- Asking for clarification if they do not understand the feedback they receive.
- Taking responsibility for their own learning.

Parents/Carers:

- Supporting their child's learning by engaging with feedback provided by the school.
- Communicating with the school if they have any concerns about feedback practises.
- Support their child by taking the time to understand any assessments and engage with any information the school shares.

National curriculum assessments

Primary school pupils in England take part in the:

- **Reception Baseline Assessment:** within the first 6 weeks of entering Reception
- **Early Years Foundation Stage Profile Assessment:** between April and June of the academic year in which they turn 5
- **Phonics Screening Check:** in June of Year 1
- **Key Stage 1 tests:** optional, at the school's discretion, at the end of Year 2
- **Multiplication Tables Check:** in June of Year 4
- **Key Stage 2 tests (SATS):** in May of Year 6

For government guidance, please follow the link below:

National Curriculum Assessments: information for parents and carers

Types of Assessment

National (statutory) Assessments:

Reception Baseline Assessment

The Reception Baseline Assessment is undertaken by teachers in Autumn Term. It is a short, interaction and practical assessment of children's early literacy, communication, language and mathematical skills when they first begin school.

The main purpose is to create a starting point to measure the progress schools make with their pupils. It is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment.

The assessment gives your child valuable one to one time with their teacher at an early stage, helping them to understand your child better. It provides a helpful snapshot of your child's skills and abilities when they enter reception, allowing teachers to support your child in the most appropriate way.

Early Years Foundation Stage Profile

The EYFS profile is a statutory assessment of children's development at the end of the EYFS, usually the end of the academic year in which the child turns 5 (reception year).

Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS statutory framework. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'.

The profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS, in order to support children's successful transitions to year 1.

Children are defined as having reached a good level of development (GLD) at the end of the EYFS, if they have achieved the expected level for the ELGs in the prime areas of learning, which are:

- Communication and language
- Personal, social and emotional development
- Physical development

Plus, the specific areas of:

- Mathematics
- Literacy

This helps to understand broadly what a child can do in relation to national expectations.

Teachers are expected to use their professional judgement to make EYFS profile assessments, using their knowledge and understanding of what a child knows, understands, and can do.

Phonics Screening Check

The Phonics Screening Check is a statutory, one-on-one assessment for Year 1 pupils (aged 5–6) in England, held in June to confirm they have learned phonic decoding to an appropriate standard. Children read 40 words, including 20 real and 20 pseudo-words ("alien" words), usually scoring at least 32/40 to meet the expected standard.

We inform parents if their child has met the expected standard, usually by the end of the summer term. Pupils who do not meet the standard in Year 1 will retake the check in Year 2.

Multiplication Tables Check

The Year 4 Multiplication Tables Check (MTC) is a statutory digital assessment taken by pupils at the end of Year 4 to measure their ability to fluently recall times tables up to 12x12. It is designed to help teachers identify pupils who may need additional support before entering Upper Key Stage 2

It is carried out digitally, using an online portal and is comprised of 25 questions. Pupils have 6 seconds to answer each question with a 3-second pause between questions.

There is no official pass mark, and pupils are judged against national averages each year. Test scores are shared with parents at the end of the academic year.

Key Stage 2 SATS

KS2 SATs (Key Stage 2 Standard Assessment Tests) are national curriculum tests taken by Year 6 pupils to measure performance in English reading, grammar, punctuation, spelling, and mathematics.

Held annually in May, these tests determine school accountability and inform secondary schools about student progress, with results reported as scaled scores.

Scaled scores range from 80 to 120; a score of 100 or higher indicates the expected standard. They are used to assess pupils' understanding of the national curriculum and ensure support when moving to secondary school.

Teachers are required to make informed judgements on Writing and Science by using evidence of pupil work throughout Year 6 rather than via a set test. These judgements are sometimes moderated by local authorities to ensure national standards.

We report all SATS results to parents at the end of the academic year.

Key Stage 1 SATS (national, optional)

Key Stage 1 (KS1) SATs are non-statutory national curriculum tests for Year 2 pupils covering English reading, grammar, punctuation, spelling, and mathematics. We use the published materials and administer them in the summer term to inform teacher assessment judgements for the end of the year, which are shared with parents at the end of the academic year. We do not report results to local authorities.

School assessments:

NFERS

NFER Tests are standardised, curriculum-aligned assessments for primary school pupils designed to track progress and identify learning gaps in English and mathematics. These assessments are carried out at the end of each academic term (Autumn, Spring, Summer). They cover the subjects of English reading, grammar, punctuation, spelling, and mathematics. They are carried out to support teacher judgements for end of year assessment against the national curriculum.

As we use an online system to record teacher assessments, we are able to benchmark our pupils' progress and attainment to support next steps in their learning. This valuable tool enables teachers and senior leaders to judge pupils' academic achievement and plan accordingly for in-class support and any intervention.

These assessments also support children to prepare children for the style of national statutory tests when the time comes.

We do not share individual test results.

Writing

All writing assessments are judged against The Oak Partnership Trust curriculum (aligned with the National Curriculum).

Evidence is gathered from all independent pieces of written work by a pupil. This can be evidence from day-to-day work and final written pieces at the end of each half term.

Year 6 writing is sometimes moderated by local authorities to ensure national standards.

All other year groups are moderated internally by The Oak Partnership Trust Writing Lead. Teachers attend writing moderation meetings each half term.

Teachers are required to record assessment each half term using a digital assessment tool. This tool identifies gaps in learning and supports planning for next steps to enable pupils to make progress against objectives they have not yet achieved.

Teachers are required to assess pupils at their appropriate learning stage. If a pupil is tracking below their age-related curriculum, teachers will assess against the curriculum appropriate to that child. For example, if a Year 4 pupil is working one year below, teachers will assess against the Year 3 curriculum to establish appropriate judgement. By doing so, a pupil's progress can be accurately tracked and gaps in learning identified to support planning and next steps.

Salford Reading Age Tests

Salford Reading-Age tests are a widely used, standardised individual assessment for pupils. They are designed to measure the reading ages of children and the test takes less than ten minutes.

They are used to support the school in identifying pupils who might need further literacy support and possible catch-up programs and/or intervention.

These are completed each academic year in the Autumn Term.

Where a child has not met age-related expectations, they will be retested in subsequent terms.

Statutory Spelling

The school uses the Pathways to Spell programme, which is designed to deliver the statutory content of the Primary National Curriculum for spelling in key stages 1 and 2. Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proofreading.

At the beginning and end of each half term, pupils are tested on their spelling knowledge of statutory word spellings for their year group. By the end of each Key Stage, children will have been tested against all statutory spellings for their phase of education.

Teachers are required to record assessment each half term using digital assessment tools. These tools allow for analysis of progress, identify gaps in learning and support planning for next steps to enable pupils to make progress against spellings they have not yet accurately mastered.

Teachers are required to assess pupils at their appropriate learning stage. If a pupil is tracking below their age-related statutory spelling list, teachers will assess against the statutory list appropriate to that child. For example, if a Year 3 pupil is working one year below, teachers will assess using the Year 1/2 statutory word list. By doing so, a pupil's progress can be accurately tracked and gaps in learning identified to support planning and next steps.

Assessment Analysis

Teachers and leaders will analyse assessment results to identify attainment levels, progress and gaps in knowledge.

The school uses a combination of digital assessment and tracking tools to support this analysis. This includes tracking all areas of the EYFS curriculum for all pupils each term (called 'checkpoints'); tracking and gap-analysis of NFER test papers in relevant year groups (Maths and Reading); tracking and gap analysis of writing objectives; tracking and gap analysis of statutory spellings.

Leaders will support teachers in planning for intervention and any other mechanisms of support to enable pupils to reach their full potential.

SEND

The majority of pupils with Special Educational Needs (SEND) are assessed in line with their peers. Some pupils may also participate in specific testing to identify particular learning needs or gaps in knowledge.

In National Curriculum tests, some SEND pupils may qualify for additional support arrangements during testing e.g. extra time or a reader / scribe. This is dependent on yearly criteria set by the DfE.

A small proportion of SEND pupils may not be able to access national assessments as they are working below the level of the key stage curriculum. These pupils are assessed using teacher assessment against pre-key stage standards or The Engagement Model.

For school-level assessments, teachers will use their judgement of each individual pupil to determine the most appropriate way to assess that pupil which supports both the individual need and the need to accurately ascertain their current attainment level. This might include testing, evidence of independent work or a combination of both.

Reasonable and supportive adjustments will always be made to ensure each pupil is supported to access and feel comfortable with test assessments.

Specific SEND assessment

For some of our SEND pupils, we assess using a flexible SEND assessment framework called Cherry Garden. The framework is designed to monitor progress for children with learning differences and disabilities. It is used in a provision called Quad and upon starting Quad, children are baselined against objectives and reassessed each term.

Children's progress is monitored using the assessment framework, allowing staff to track small steps of progress and ensure activities remain appropriate to their individual developmental needs.

The areas we will particularly focus on are:

- Physical Development
- Personal, Social and Emotional Development
- Expressive Arts and Design
- Understanding the World

- Transition

More information can be found in our Intervention Policy.

Pupil Progress Meetings

Pupil progress meetings are a supportive and collaborative process held between the senior leadership team (SLT) and teachers three times across the academic year. The purpose of these meetings is to support teachers in identifying groups or individuals who require additional support and to plan for this to be implemented efficiently and effectively. Subsequent meetings evaluate the impact of any interventions or supportive actions with a view to informing future measures of support. The purpose is for senior leaders to work collaboratively with teachers to endeavour to achieve the best possible outcomes for every child.

Administering Assessment

All administration of national statutory tests **must** follow the latest guidance on administration. Leaders and teachers will familiarise themselves each year with guidance materials provided by the Department of Education. This includes secure storage of materials, proper application of access arrangements and following any published timetables and timeframes. This is to ensure that pupils are being supported correctly and to avoid accusations of maladministration.

School-based assessments (e.g. NFER tests) will follow the guidance set out in Appendix 1.

Review Mechanisms

This policy will be reviewed annually by SLT, in consultation with Subject Leaders, teachers, learners, and parents/carers. The review will consider:

- The impact of the policy on learner progress and attainment.
- The effectiveness of the implementation strategies.
- Feedback from stakeholders.
- Any relevant changes in legislation or guidance.
- OFSTED recommendations

Related Policies

- Feedback and Marking Policy
- SEND Information Report
- CLL Policy
- Maths Policy
- Behaviour Policy
- PSHE Policy
- EYFS Policy
- Equality and Diversity Policy

Legislation and Guidance

This policy is compliant with all relevant UK government legislation and guidance, including:

- The Education Act 2002
- The Equality Act 2010
- The SEND Code of Practice
- OFSTED Inspection Framework

Appendix 1

Administering Tests Instructions (ATIs)

These rules apply to all school-level testing arrangements. They do not apply to national tests. Staff must refer to the most recently published DfE guidance for statutory testing.

General Rules:

1. Follow all guidance rules set out in any publications (e.g. NFER testing guidance)
2. Any space where a test will be carried out needs to be prepared, with all displays covered or removed and tables and chairs seated so children can work independently. A clock needs to be visible for children to pace themselves.
3. The space must be quiet and where interruption is kept to a minimum. Tests must not be administered in corridors or hallways.
4. Necessary equipment must be prepared before the test and available for pupils: pencils, sharpeners, rulers, protractors and mirrors.
5. Pupils must be seated where they cannot see another pupil's paper, moving tables and chairs to support this instruction.
6. For all tests, instructions will be provided, detailing timings, marks available, types of answers and any specific instructions for the children, where appropriate.
7. Children must be supervised at all times.
8. If a pupil is being disruptive, STOP the test, note the time and remove the pupil. Decide whether they can sit the test in a separate room or at another time.
9. If all pupils need to leave (e.g. fire alarm), STOP the test and note time. Follow fire procedure and ensure pupils do not talk about the test. Papers should be left in test rooms. If safe to continue, return to same space and start the test again, note time left and reiterate expectations to children.
10. Always read any instructions for the paper clearly and slowly, and ensure all children have heard them. If relevant complete any example question.
11. Where appropriate, tell children how long they have to complete the test and when their time starts. Write clearly on the board, the start and finish times for the test.
12. Occasionally remind children throughout the test how long they have left. Let them know when the test is nearing the end (e.g. when there is 5 minutes left).

Adaptations:

Follow the same procedures above and consider the need for any adaptations to make the pupil as comfortable as possible, supporting their ability to complete the test to best of their ability. This is particularly important for any pupils with SEND, including SEMH needs. This can include:

1. Administering the test 1:1 or in a smaller group.
2. Taking breaks. Pause timings and allow the pupil to take adequate rest or movement breaks to avoid things such as overwhelm and fatigue.

3. Reading questions to the pupil (where guidance allows).
4. Scribing for the pupil. The pupil must say out loud what they wish you to write.
5. Allowing the child to read aloud all questions (if administering 1:1).
6. Enlarging the test paper for pupils with sight difficulties (if this is common classroom practice for the pupil).
7. Photocopying the test paper onto coloured paper for pupils with dyslexia (if this is common classroom practice for the pupil).
8. Using learning aids, for example coloured overlays or tracking tools (if this is common classroom practice for the pupil).

How to deal with common situations:

Question: “Do I need to multiply when I calculate 95% of 240?”
Answer: “I can’t tell you, but think hard and try to remember. We can discuss it after the test.”

Question: “What is 0.6?”
Answer: “That is nought point six.”

Question: “Which city is warmer than Kiev? What’s Kiev?”
Answer: “Kiev is a city” Note, here you can explain what a word is to give context, but not words that are subject specific like: temperature, warmer, degrees.

Question: “I do not understand the question.”
Answer: “Read the question again and underline key words that tell you what to do.”

Question: “What does an adverb do? Does it describe the noun?”
Answer: “I can’t tell you, but think hard and try to remember what you’ve learnt. What you already know.”

On the whole, apply common sense, if in doubt respond with ‘I can’t tell you’ and ask a senior leader for clarification.