



RAYNVILLE ACADEMY

Assessment Policy

Approved by:	Raynville LGB		
Responsible department:	Raynville Academy - SLT		
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School Aims and Implementation

Raynville Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable all children equally to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high-quality learning and attainment.
- Providing a high-quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Equal Opportunities

Our school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our school is clear about the need to actively support pupils' special educational needs in the assessment process. We understand that a different approach to assessment may need to be taken with some children.

Any changes to the assessment process based on the individual needs of children will be done so in consultation with the senior leadership team, lead professionals and the parents/carers.

Rationale

Assessment is a powerful tool that can optimise teaching and learning. Both formative and summative assessment play an integral role in providing valuable information to all stake holders in education. The primary purpose of assessment is to identify where a child is at in their learning, where they need to get to next and how best to get there. What matters most is not so much the form of the assessment, but how the information gathered is used to improve teaching and learning.

This policy reflects the reforms to assessment and accountability for primary schools as set out by the DfE in the March, 2014 publication. In this document the DfE advocate that "Good teachers assess children regularly to inform teaching, provide feedback to pupils and to communicate children's progress to parents."

This policy aims to ensure that robust assessment systems are in place which reflect and value both formative and summative assessment.

The aims of assessment are to:

- Promote effective teaching/learning.
- Provide feedback and identify next steps in a constructive manner.
- Enable teachers to plan a curriculum that is responsive and meets the needs of all learners.
- Empower children to take ownership over their own learning.
- Monitor children's attainment in line with national expectations.
- Monitor children's achievement through their individual progress.
- Compare attainment/achievement of groups of learners.
- Identify individuals/groups of learners at risk of falling behind.
- Improve standards through accountability measures for teachers/whole school.
- Involve parents in their child's education by enabling them to access and understand assessment information about their child.

Monitoring and Evaluation

All members of the school community will share responsibility for monitoring the implementation of this policy. Its effectiveness will be evaluated at each annual review.

National Assessments

The DfE published guidance outlining the key changes to assessment. Below is a summary:

- Assessments reflect the more challenging National Curriculum.
- The National Curriculum tests and teacher assessment at the end of key stages 2 are reported in accordance with new guide lines.
- Detailed performance descriptors are available to inform teacher assessment at the end of key stage 2. These are directly linked to the content of the new curriculum.
- A floor standard of 85% based on the progress made by pupils from Reception to the end of primary school.
- A baseline assessment in reception that captures the school's starting point from which progress will be measured (optionally from Sept 2015 / compulsory from Sept 2016).
- Schools are required to publish information on their websites so that parents can understand both the progress pupils make and the standards they achieve.
- A phonics check near the end of year 1.
- National tests at the end of key stage 2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science.

Testing vs Teacher Judgements

Levels were a 'best fit' model and it was sometimes difficult to moderate/evidence judgements and ensure consistency. Mastery enables teachers to clearly identify whole class/individual gaps and the assessments are spread throughout the year to ensure that learning is embedded. It is key that children aren't assessed directly after being taught; we want to ensure that their skills and knowledge are transferable and secure.

Raynville Academy acknowledges that testing does have its flaws and that tests do not always produce an accurate assessment of what a child can/cannot do. This may be for a number of reasons including 'exam skills', the pressure of sitting a test, a child may not feel well on the day of the test, there may be home issues affecting their performance etc...

When teachers mark children's tests and input their results to identify gaps in learning they should use their knowledge of that child to decide whether or not they believe the child should have got a question correct. If they are confident that a child is able to meet a particular objective and they have merely made a mistake on the test, teachers are encouraged to either use their professional judgements or go back to that child and check whether or not they are secure in meeting that objective.

Test results should support teacher's professional judgements of where a child is working, and if these judgements do not match then teachers must explore why.

Reading and Phonics

Phonics: Read, Write, Inc

All children from Reception to Y2 are baselined using the Read Write Inc phonics assessment. Each half term they will be reassessed and regrouped accordingly.

- Assessment 1: Autumn 1 and Spring 2
- Assessment 2: Autumn 2 and Summer 1
- Assessment 3: Spring 1 and Summer 2

Teachers should follow the guidance in the reading leader handbook to ensure consistent and accurate judgements and children's results should be recorded on the on-going RWI tracking spreadsheet.

Colour Bands

Teachers should listen to all children read 1:1 at least once/half term and target children should be identified for additional 1:1 reading with TAs and classroom helpers. Colour band judgements should be made based on the fluency rubric skills/running records (95% accuracy or above for home reading books).

Please update children's home reading records when they move colour band. Once children are confident reading at Dark Blue they should be considered free readers and be encouraged to read longer chapter books.

Reading Records

Individual reading records should be kept for all children.

RWI group leaders will fill in 1:1 records for focus children identified in each session.

Class 1:1 reading records (reading skills / fluency rubric)

Record of home reading

Overall judgements

Teacher judgments will be decided based on all methods of assessment listed above. When making judgements, please consider children's fluency, comprehension skills, tests results and work in their reading response books (judgements should not be made solely on a Rising Star reading assessment score).

Writing

At least 6 pieces of 'independent writing' (see English Guides) should be assessed throughout the year. There should be a balance of age-appropriate work demonstrating a range of both fiction and non-fiction genres. Teacher assessments should be recorded against the objectives on the on-going writing assessment tick sheets in children's English books. Internal moderation of writing assessments will quality assure accurate assessment data.

Maths

Summative Assessment

Each term during assessment week children should sit the WRMH test. These are termly tests and correlate with what the children have been taught that half term. If a child is working below the expected level, they should complete the test from the year below. Teachers should use these to inform their termly assessments and refer to these when completing Arbor Summative Assessments for each child.

At the beginning and end of each unit, children are required to complete a pre/ post assessment test. White Rose Maths end of unit assessments are used for both pre and post assessments.

These include a range of fluency, reasoning and problem solving questions and are to be used to support differentiation and understanding of starting points/ gaps in knowledge. Children working below the expected level are to complete unit assessments from the year below.

Formative Assessment

On-going observation and teacher judgement throughout maths lessons. AFL should be verbal and/or recorded in accordance with the marking and feedback policy. Learning objectives are to be skills based and not activity based so that teachers can assess them as 'achieved' or 'working towards'. Teachers to use a range open ended and closed questions during a maths lesson and use questioning to challenge children, rather than test prior learning.

Foundation Subjects

All foundation subjects are assessed using Arbor throughout the year. Subject leads then analyse the data looking at groups who have achieved well and areas that need to be developed and use the information to form an action plan for the following academic year.

Reporting

Formal reporting takes place at the end of every term for Maths, Reading and Writing and annually for other subject areas. Arbor is used to track children's progress and identify any interventions that need to take place. Teachers are to use summative assessment and formative assessments to assess and analyse where children are and should be. Each term, teachers will have a Raising Attainment and Pupil Progress Meeting with to SLT discuss children's progress.

Early Years Foundation Stage

Reception Baseline Assessment (RBA)

The reception baseline assessment (RBA) – essential for building a fairer progress measure for primary schools – is an assessment that must be administered in all primary, infant and first schools in England to pupils attending reception classes.

It became statutory from September 2021.

The assessment is short (the majority take less than 20 minutes to administer), interactive and practical, covering early mathematics, language, communication and literacy. Pupils use practical resources to complete the tasks and teachers record the results on a laptop, computer or tablet. Teachers will administer the assessment in normal teaching time, recording the outcomes digitally. It should sit alongside the important activities that takes place during the first term of Reception.

School Baseline Assessments will be completed in Nursery and Reception and are based on:

- Home visits/ nursery visits
- Observation
- Adult-Led activities
- Enhanced provision

- Discussions with parents / carers
- Leuven scales and Characteristics of Effective Learning

Baseline assessments should be completed in the first four weeks of reception. Baseline data will be added to Arbor – the online system used to track age related statements for the 7 areas of learning. These judgements are based on evidence gathered through observation of children’s play/learning (80:20 ratio of child initiated: adult lead).

From baseline assessments, GLD projections should be completed in Reception and tracked throughout the year.

At the end of Reception all children will be assessed against the ELGs as emerging or expected for each of the 17 aspects of learning as set out in the EYFSP. Judgements should be made in accordance with the profile handbook and judgements will be moderated both in-house and at central moderation events.

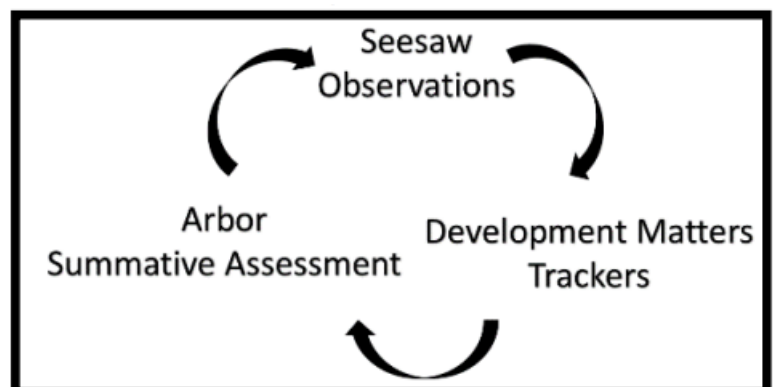
GLD (good level of development)

A GLD by the end of Reception relates to children who have achieved at least ‘expected’ in all of the prime areas of learning as well as reading, writing and maths. Parents and carers are informed whether their child has reached a GLD in the end of year reports.

Ongoing Assessment in EYFS

Children’s progress and attainment is tracked against Development Matters age related statements for the 7 areas of learning (prime and specific), and the characteristics of effective learning (CoEL). These judgements are based on evidence gathered through observation of children’s play/learning (80:20 ratio of child initiated: adult lead).

EYFS staff will complete regular observations of the children and record these on Seesaw. These are shared with parents and are used to inform next steps, ongoing assessment and will be used as evidence of children’s progress. EYFS staff will track children’s progress using Development Matters paper trackers, using Seesaw observations to inform judgements and team moderation. Teachers will then use the paper trackers to inform judgements of summative assessments on Arbor.



Data Monitoring and Data Meetings

The Assessment Coordinator is responsible for tracking and monitoring whole school achievement and attainment. Analysis of this data will be reported to the Principal/Governors and used as the basis for discussions at data meetings.

Raynville Academy is currently using Arbor for data analysis. Dates for teachers to input data based on formative and summative assessment are outlined in the monitoring and assessment policy.

Raising Attainment and Pupil Progress Meetings

Teachers are expected to come prepared to RAPP meetings with an analysis of their own class’ attainment and achievement data. During these meetings the assessment coordinator and

classroom teacher will set targets, identify children at risk of falling behind/slow movers and identify groups of learners that require additional support. Progress of key children will also be discussed as well as strategies for supporting 'at risk' children/groups.

Teachers will be expected to discuss strategies that they have already implemented to support these learners such as PLPs, incentives, booster groups, interventions, support staff, modified timetables, challenges/barriers etc.

Reporting to Parents

EYFS

A formal report will be sent home at the end of each year; however parents have access to the children's learning journey throughout the year via Seesaw, which is updated regularly.

Achievement against the 17 aspects will be marked as either below, expected or exceeding against national expectations. There is also a comments box for teachers to scribe children's comments: what they enjoy; what they are good at and what they would like more help with.

Parents are also invited to two parents' evenings throughout the year. Early Years hold a stay and play session every half term where teachers have the opportunity to share a child's learning with the parents who attend.

Year 1 - 6

Reports will be sent home at the end of each year. Children will be assessed against the National Curriculum age related expectations in all subject areas. On the reports parents will be informed of their child's current stage and how this compares to end of year national expectations.

Final reports are to be sent home with children in a sealed envelope and parents are invited to arrange a meeting with the classroom teacher if they wish to discuss their child's report.

Parents are also invited to two parents' evenings throughout the year.

Raynville Academy uses national data bases to inform the focus for learning development for the following academic year.