

Royton Hall Primary School



Assessment Policy

Approved by: Headteacher

Last reviewed: January 2025

Next review due: January 2027

At Royton Hall, we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of attainment and achievement of all pupils
- To maintain accurate records of the progress and attainment of individual pupils and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each pupil
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide timely information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Types of assessment

At Royton Hall, we use a combination of formative and summative assessment as outlined below:

Internal Formative Assessment (also see Feedback Policy)

Formative assessment, conducted in class on an ongoing basis throughout the year, is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. These assessments are used to:

- Ensure a progressive curriculum
- Ensure clear learning intentions and success criteria are shared
- Deliver 'in the moment' live marking and feedback
- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable effective teaching and learning strategies to be employed and facilitate the setting of appropriate ambitious targets for the class, group, and individual
- Track the pupil's rate of progress
- Facilitate an evaluation of the effectiveness of teaching
- Identify individuals and groups for specific intervention support if required, including those with SEND

Internal Summative Assessment

Summative assessment, conducted at set points within the academic year, is important for informing both parents and teachers of a child's attainment and progress.

Tests in phonics, reading, maths, spelling, punctuation and grammar (where applicable) are undertaken by the children under test conditions. The results of these provide an objective picture of the child's current attainment and progress. This will inform whole school target setting and provide a prediction of a cohort's future attainment.

These assessments:-

- identify attainment and provide a valid picture of the child's progress over time

- record performance in a specific area by a specific date
- give information to identify any required additional support

External Summative Assessment

External summative assessments are undertaken at the start and end of Reception (baseline assessment and GLD) end of Year 1 (phonics screening), end of Year 4 (multiplication tables check) and end of Key Stage 2 (reading, writing and maths).

They :-

- provide end of key stage test data against by which progress can be measured and the school will be judged
- ensure statutory assessments are met
- provide information about cohort areas of strength and weakness to build from in the future
- provide outcomes which can be shared with parents to help them support their child's learning

Planning for assessment

The National Curriculum (2014) and Early Years Foundation Stage (EYFS) are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

The National Curriculum, the EYFS and the Royton Hall Curriculum (which has been constructed from these documents) are used to inform our curriculum overview and medium and short term planning.

Lessons are planned with clear learning intentions, based upon the teacher's detailed knowledge of each pupil. We strive to ensure all tasks set are appropriate to each pupil's level of ability.

Teachers use marking and feedback to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim.

Assessment and Reporting in the Early Years Foundation Stage (EYFS)

The 'Early Years Framework' document sets the standards that all early years providers must meet to ensure that children learn and develop well. It states the assessment requirements school-based providers must meet, as well as guidance on assessment.

During the first four weeks of the Autumn term in Reception, the EYFS teachers assess the ability of each child and complete the Statutory Reception Baseline Assessment. These baseline assessments allow us to identify patterns of attainment within the cohort, and set learning targets for the year ahead. Nursery, staff focus on helping children settle into the school environment. They conduct observations, both written and unwritten, focusing primarily on the Prime Areas to understand the children's starting points.

The 'Development Matters' document, though not statutory, is used as a supportive document to guide teachers with ongoing assessment at Royton Hall to ensure children are progressing towards the Early Learning Goals (ELGs). This progress is recorded on a termly basis. It covers each of the seven areas of learning contained in the Statutory Framework for the EYFS.

Ongoing observation and collections of 'WOW moments' forms an integral part of our daily teaching practice in the EYFS and is carried out by the teachers and other adults in the setting. Each teacher keeps individual pupil learning journals, and uses these to inform pupil progress. These journals are created electronically using 'Tapestry'. These pupil records contain a collection of the child's achievements, known as 'WOW moments' over the year. Each teacher also keeps a selection of both independent and teacher led writing to support assessment. Staff across the unit meet regularly to discuss individual children's achievements and this contributes to planning the next steps for the learner.

Each term, the class teacher completes tracking grids for all areas of learning in the EYFS for each child. These are used to monitor pupil progress and inform future planning. At the end of the final term in the EYFS, we complete the Early Years Foundation Stage Profile for each child and we send a summary of these assessments to the Local Authority for analysis. The child's next teacher uses this information to make plans for the year ahead. The summary for each child is shared with parents and the next steps for learning identified for their transition into Key Stage One.

Parents receive an annual report that informs parents on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress and next steps for learning. We complete these and send them to parents in July each year.

On the annual report teachers will also inform parents on the different ways that their child learns. This information is based upon the three Characteristics of Effective Learning:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Assessment and Recording in Key Stage 1 and 2

Teachers use formative assessment through the use of focused marking; initially live, and ‘in the moment’. We also use questioning and observations of children’s work against the learning objectives and success criteria. This information is used to assess progress towards meeting learning targets and to identify and set next steps.

Teachers use a variety of assessment tools to gauge the progress for each child, record progress and to identify next steps for learning. Each Year group sets targets for the expected percentages of pupils to reach ARE at the end of the year. We use previous standards and attainment to do this as well as identifying pupils who need to make accelerated progress.

NFER summative tests are used termly within the academic year from Year 1 – Year 5 as part of the assessment process to identify progress and gaps in learning. Year 6 use past SATs papers.

Regular pupil tracking using data analysis, professional conversations and consultation with outside agencies as appropriate, ensure that children with identified Special Educational Needs and those children not making expected progress are supported appropriately and their needs monitored.

All teachers are made aware of who the vulnerable pupils are in their class (Pupil premium, CLA, EAL, SEN) to ensure that these children are supported appropriately and their needs revisited regularly with the aim of closing the gap between vulnerable and non-vulnerable pupils.

Termly Pupil Progress Reviews are held with staff to identify and analyse progress and set targets, in reading, writing and maths. The school currently uses the Sonar System to track pupil progress across the years.

Assessment Methods/Materials

Teachers use a range of assessment tools and materials alongside on-going focused marking and observations of pupils to inform their assessment of progress for individual pupils and groups.

Moderation

Regular writing moderation takes place each term to ensure consistency of decisions as to whether a child is working **below, at or above** the national expectation. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum objectives or Early Years Foundation Stage Profile (EYFSP). They also work with other schools to ensure that in-school moderation is robust when compared to other schools within the same demographic area. During the summer term, teachers in

Reception and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

School Assessment Schedule

NB: Internal Formative assessment will happen continually throughout the year, identifying next steps in teaching for individuals and groups.

Autumn 1	<ul style="list-style-type: none"> • On entry data for Foundation Stage Profile in Nursery and Reception • Teacher uses previous years assessment and attainment data to set high expectations for new class • Senior Leaders analyse SATs and in-year assessment results. Areas of need/concern identified and passed on to appropriate teacher • Intervention groups set based on need • End of year targets set • Phase meetings used to review previous years assessment and attainment and to conduct moderation • Parents' meeting
Autumn 2	<ul style="list-style-type: none"> • Interventions reviewed • Assessment week • SEND/IEP Reviews • Phase assessment/moderation meetings • Pupil progress meetings • Tracking system updated
Spring 1	<ul style="list-style-type: none"> • Interventions reviewed • Phase group assessment moderation meetings
Spring 2	<ul style="list-style-type: none"> • Parents' Meetings • Assessment week • Local authority moderation (EYFS) • SEND/IEP Reviews • Phase assessment/moderation meetings • Pupil progress meetings • Tracking System updated
Summer 1	<ul style="list-style-type: none"> • Interventions reviewed • Assessment week • Year 6 SATs • Local Authority SATs moderation meetings for Year 6
Summer 2	<ul style="list-style-type: none"> • SEND/IEP Reviews • Assessment week • EYFS final assessments collated • Year 4 Times Tables check • Phase assessment/moderation meetings • Pupil progress meetings • Tracking system updated • Year 1 Phonics Screen • Report EYFSP to Local Authority • Report Year 1 Phonic Assessment results to Local Authority • Report Year 6 Teacher Assessment to Local Authority to include Writing & Science • Report all results of statutory assessments to parents • End of year reports to parents and end of year Parent Drop In • Class handover meetings (current teacher meets receiving teacher to share information)

Assessment materials, tools and tests

READING	<ul style="list-style-type: none">• Small Group Reading Sessions in Early Years and Key Stage 1• Questioning• Pupil observations & pupil voice• Book/work scrutiny• Phonics screening• Internal (and External) summative assessments
WRITING	<ul style="list-style-type: none">• Focused marking• Questioning• Pupil observations & pupil voice• Book/work scrutiny• Independent writing samples (minimum 6 per year: fiction and non-fiction)• Internal summative assessments• Punctuation & Grammar tests in Key Stage 2
MATHS	<ul style="list-style-type: none">• Focused marking• Questioning• 'Let's Think' reasoning• Pupil observations & pupil voice• Book/work scrutiny• Internal (and external) summative assessments• Teacher planned tests (e.g. arithmetic) and short end of topic or unit tests• Problem of the day• Times Table Rock Stars