



ASSESSMENT

1. Principles / Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress monitored and analysed. This should be done in partnership with the children and their parents.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgments. Our assessment procedures are free from bias or stereotyping in respect of gender, class, race and disability

2. Purposes / Aims

Using the principles and processes of assessment, we aim to:

- guide future planning, teaching and curriculum development
- recognise and celebrate the achievements of pupils
- monitor pupils' progress and support their learning
- motivate pupils to take responsibility for their own learning
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

3. Roles

Role of Headteacher

Ensure that staff responsibilities are clear

Ensure assessments meet statutory requirements

Ensure data is collected and analysed to identify groups at risk and focus interventions on underachieving groups.

Role of Assessment Leader

Contribute to identifying priorities in the SIP through data analysis

Leading staff development in assessment, recording and reporting procedures

Liaison with Subject Leaders within the school

Liaison with other Assessment Leaders within our Cluster group to become aware of developing good practice

Attend and lead INSET where appropriate

Keep governors informed

Role of core Subject Leader

Know the standards of attainment and progress of pupils in each year group in their subject.

Compile an annual action plan for their subject area.

Write an annual report on standards in their subject.

Core Subject Leaders to provide a termly report to the Governing Body

Role of Class Teacher

Regularly assess pupil attainment and progress to inform future planning

Ensure accurate assessment is recorded in line with the requirements of the school tracking system

Ensure that pupil progress is analysed in preparation for pupil progress meetings

Provide parents with an annual report of their children's progress



Role of Governing Body

- Understand the reports that the school produces.
- Challenges the school's account of its data
- Oversight of challenge in school targets
- Receiving quality assurance reports on school assessment systems

4. Definitions - Types of Assessment

Assessment for Learning - Formative assessment

This is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The four key aspects are: Sharing learning objectives, Effective questioning and dialogue, Marking and feedback strategies, Peer and self assessment

Assessment of Learning - Summative assessment

This is assessment carried out periodically to judge how well a pupil is performing. Conclusions will probably be reported in terms of grades or marks. These may be set alongside national standards, so that a pupil, school or teacher can evaluate their performance against others'. This also allows schools to track progress over time. Because these results are shared with other people, issues of validity and reliability are paramount, with the need for a balance between making assessments that are rigorous and yet manageable.

Diagnostic assessment:

All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed data e.g. miscue analysis, reading tests

5. Assessment for learning

- Teachers use a variety of methods to determine pupil's prior knowledge.
- There should be flexibility within individual lessons to respond swiftly to pupil outcomes. Mini plenaries are effective tools for reshaping lessons and planning will need to reflect the changes that have been made.
- Criteria that teachers use for ongoing assessment include a judgement on how well the Learning Objective has been understood and applied, whether success criteria have been met and the progress made during the independent task.
- Teachers will usually record ongoing assessments in their own record books before making a summative judgment at one of the three data entry points during the year.
- See Appendix 1 for AfL questions to consider.

6. Assessment of learning – policy points

- Pupils in the Nursery are assessed during their first term using criteria from the On entry profile. Results are used to inform planning, set targets and aid early identification of special needs.
- Following this, the pupils are continually monitored and assessed in order to record their progress in their Early Years Foundation Stage Profiles.
- During their Reception year pupils will continue to be assessed using the Foundation Stage Profile which is based on the teacher's on going observations and assessments in the six areas of learning. Each pupil's typical developments and achievements are recorded in the Profile.
- From Reception to Year 6 pupils Maths and English attainment and progress are both formally assessed at three different points during the year (December, March and June). SIMS Assessment Manager is used to input and analyse the data.



Attainment

- To determine attainment teachers use the outcomes over time from their formative assessments and assess each child against the set of Key Performance Indicators in Reading, Writing and Maths. They also use their judgment to predict end of year outcomes for each pupil in these areas. Pupils are awarded a grade in accordance with the following scale:-

0-Unable to access the curriculum

It is very rare that we have anyone at Ruislip Gardens, other than pupils with complex Special Educational Needs or beginner speakers, who are unable to access the curriculum. Depending on the progress that a pupil makes in developing some basic knowledge of aspects of the curriculum it would be possible for a pupil to move from a 0 to a 1 within a year.

1-Emerging

Pupils are beginning to develop an awareness of some of the more basic skills and they are able to apply them on a more regular basis.

2-Developing

Pupils are showing an increased understanding of the Maths and English Programmes of Study.

3-Secure

Our expectation is that by the end of the school year the majority of our pupils will have reached this stage as it will mean that they have reached the age related national standards that have been set by the Government in Maths and English. Our school target is for 80%-85% of our pupils to have achieved this grade.

4-Mastered

There will always be some pupils who have a confident grasp of all aspects of Maths and English and those pupils who display exceptional breadth and depth in their knowledge and understanding of the curriculum will be deemed to be at 'Mastery' level.

Progress

A range of techniques are used to ascertain the progress that individual pupil's are making.

In the Early Years the following are used to assess progress:-

- National guidance and documentation, including 'Development Matters'
- Previous evidence from earlier work in the term/year
- Termly Phonics and Maths Assessments
- Recognition of High Frequency words
- Assessment against elements of the Y1 Curriculum
- Discussions between Reception and Year 1 teachers

In KS1 and KS2 the following are used to assess progress:-

- Test results
- Comparing work in books throughout the year.
- Looking at pupil targets
- Assessing progress against key benchmarks-EYFS, Year 2 outcomes
- Monitoring pupil attainment in the KPIs in Maths, Reading and Writing
- Termly Moderation –school and cluster
- Discussion about what insufficient progress looks like.
- Benchmarking against school, cluster and national exemplification materials.
- Book bands

Other progress measures for pupils with SEND will be used. These will include intervention data, twice yearly Reading and Maths tests and reports from outside agencies.



- Once teachers have entered the data on to the Pupil Progress sheets(Appendix 1) a Pupil Progress meeting takes place with one of the school's Senior Leaders and the Phase Leader is also often in attendance. The levels agreed at the final meeting in June are transferred to the pupil's end of year report along with a comment about attainment and progress made during the year. Pupils are then given a target in Reading, Writing and Mathematics for the beginning of the next academic year.
- Pupils are assessed in the foundation subjects using Key performance Indicators. These are completed in February and June by the class teacher and they record whether a pupil is working at below, expected or above national standard in that particular subject. The information is available for Curriculum Leaders so that they can evaluate pupil progress and performance in their subject area.
- At the end of each Key Stage there is a statutory requirement for pupils to be tested and assessed in the core subjects. The Year 2 and 6 teachers plan carefully for the implementation of the tests and pupils are made familiar with the requirements and structure of each test.

Pupils in other year groups are also tested in January and June using commercially produced schemes and the outcomes are recorded and analysed.

- Moderation of pupils work occurs to ensure reliable assessment judgements. Cross year moderation occurs on a monthly basis and at least one staff meeting is allocated to whole school English and Maths moderation every term. In addition, teachers at Ruislip Gardens meet termly with colleagues in our cluster, the Ruislip Partnership, to moderate Maths and Writing outcomes.
- Year 6 pupils compile a Record of Achievement folder which celebrates their achievements at school and also gives them an opportunity to include evidence about their skills, successes and accomplishments in activities undertaken outside school. A Celebration of Achievement evening is held every year to celebrate the successes of the Year 6 pupils.

7. Diagnostic assessment / Inclusion

- In addition to teachers' formative assessment and the standard set of Testbase and other commercial tests, there will be occasions when the teacher will want more specific information about an individual pupil. Diagnostic assessments such as Read, Write, Inc and the York Reading Test are readily available in school and the class teacher can liaise with the Inclusion Leader to access these materials.
- Each teacher is aware of the school provision map for EAL, G&T and SEND pupils and the latter group of pupils will undertake Reading and Maths tests at the beginning and end of the year to ascertain the progress that they are making. They may also be supported by targeted interventions and where these have measurable outcomes data will be produced and assessments made to monitor progress.
- See '*SEND Policy*'.
- See '*SEN Information Report*'.

8. New arrivals

- Most pupils who transfer to our school have records of achievement from their previous school transferred to us. Office staff ensure that wherever possible EYFS ,Phonics and Key Stage 1 data are collected from previous schools
- All pupils are assessed by a teacher a few weeks following entry and those that arrived without previous key stage data are attached nominal assessment grades in lieu.
- See '*Transition Policy*'.

9. Monitoring and tracking system

- Teachers are expected to provide pupil progress data at three points throughout the year for the core subjects and twice a year for the foundation subjects. The school tracking system has the capability to record individual pupil progress over time and can provide data for the attainment and progress of pupil groups. It is used to analyse pupil performance against local and national expectation and to track progress over the year.
- Members of the SLT meet with teachers in their phase at each data point to discuss individual pupil progress.

If underperformance is identified, teachers are required to plan strategies and/or interventions to address that underperformance. Pupil Progress meetings are most effective when teachers have already



analysed their own data, assigned actions or interventions and determined some points that they need to action in the months ahead.

10. Moderation of assessment judgments

Moderation forms an essential part of the assessment practise at Ruislip Gardens.

It provides a shared view of pupil's achievement gives a feel for progression and continuity within the whole school and demonstrates that the process of standardisation has taken place.

The monitoring and moderation of pupils work occurs on a regular basis. The Leadership team has a termly schedule for moderating work in English, Maths, and one other subject area. Agreement trialling also occurs during whole staff meetings. A portfolio of judgements is stored in the staff room as a reference point for teachers.

11. Evidence of work

Evidence of pupil's work exists in books, folders, photographs, displays, and in computer files.

Completed work books are kept in classrooms and, at the end of the year, the most recently finished book is passed on to the next class teacher. Pupils have the option of taking older, completed books home. Year 6 pupils take their work home at the end of the year unless the school has particular reason to retain any evidence of achievement.

12. Target setting

- Half termly targets are set for all pupils in Reading, Writing and Mathematics. The targets are written on to target cards and are stuck at the front of a pupil's Maths and English book. Pupils are expected to know their targets and work towards them so that they have been attained by the review date.
- Recent changes to national testing and assessment arrangements have made it difficult to set pupil, cohort or Key Stage targets with any confidence. There is an expectation that 80-85% of pupils will reach the 'Expected Standard' at the end of each academic year in terms of their attainment as assessed against the core subject KPIs. Progress is assessed termly and the whole school target is for 90-95% of pupils to have made expected progress by the end of the academic year.

13. Reports to Parents

A written report for each pupil is sent to parents, once a year, at the end of the Summer term. Reports outline a pupil's attainment, progress and effort in the core and foundation subjects of the National Curriculum. A mid year report is also sent to parents just before Parent Consultations in February and this provides information about a pupil's attainment, progress, effort and attendance.

In the end of year report the teacher will make a comment on the attainment and progress of the pupil in terms of national age related expectations. Targets for English and Maths are also set. For pupils at the end of Key Stages 1 & 2, additional information, including details of the SATs testing will also be provided.

Parents are invited to attend formal meetings with the teacher during the Autumn and Spring terms.

Parents are also given the opportunity to discuss their child's end of year report with the class teacher should they wish to do so. Parents are welcome to discuss the progress of their child with the class teacher, Phase Leader or Head teacher at other times.

14. Monitoring of assessment policy

The policy will be reviewed every two years by the Governing Body.

December 2016

To be read in conjunction the following policies:-

Feedback and Marking

SEND

SEN Information Report

Transition





Appendix 1

Pupil Progress Meeting Form

PPM No.	Date	Class	Reviewee	Reviewers

Children currently on SEND register:		
Name	Status	Intervention(s)
Change status on SEND register:		
Add	Remove	Raise The Concern

A copy of this form must be copied to the Inclusion Manager



Intervention Data

Name	Pupil Group	Intervention	Current attainment	Progress since last meeting

Pupil Premium Pupils

Name	Current attainment	Progress since last meeting	Narrowing the gap initiative e.g. Pre –teach,1:1 tuition, Specific target, Half termly meeting with class teacher,SLT conferencing



Pupil Progress

		Maths	Reading	Writing
Name	Pupil Group	Less than expected/Expected/Better than expected	Less than expected/Expected/Better than expected	Less than expected/Expected/Better than than expected

Summary

Subject	% below	% at	% above
Maths			
Reading			
Writing			



Pupil Attainment
Percentage of Pupils at expected or above expected attainment by the end of the year

	Dec 2016		March 2017		June 2017	
	At expected	Above	At expected	Above	At expected	Above
Reading						
Writing						
Maths						

Action Points:

This form to be stored electronically, copied for phase leader, reviewee, and Inclusion Manager