



Raysfield Schools

Assessment Policy

Rationale

At Raysfield Infant and Junior Schools we believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning by doing this we aim to develop the right skills for all our children to reach their maximum potential. **At both schools** we have a robust assessment system. It is a carefully planned mix of both formative and summative assessment, together with an effective tracking system.

Aims

As a result we are able to:

- Give reliable information to parents about how their child, and their child's school, is performing
- Measure progress of individual children and cohorts, track achievement by analysing and evaluating performance
- Help drive improvement for pupils and teachers by identifying gaps in learning and plan to meet the learning needs of each child
- Celebrate progress and set ambitious targets for attainment and achievement
- Make sure that as a school we keep up with external best practice and innovation through networking with other schools

This aligns with the Assessment Principles published on our school website.

Assessment of EYFS children.

Currently children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals. Children are reported as to whether they are 'emerging', 'expected' or 'exceeding' for each ELG and whether they have achieved a good level of development. (GLD)

From September 2015, all children entering Reception will have to take part in a baseline assessment. This will be used to assess the progress of children who enter reception year. The baseline assessment will score each pupil against the knowledge and understanding typical for children at the start of reception year. It will be linked to the learning and development requirements of the [early years foundation stage \(EYFS\)](#) and to the [key stage 1 national curriculum](#) in English and mathematics.

Phonics Screening Year 1.

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

Statutory Assessment at the end of Key stage 1 - Year 2

From September 2015 Year 2 children will be assessed against the new end of key stage performance descriptors for the 2014 national curriculum. These performance descriptors will be published in the autumn of 2015. Children in year 2 will still continue to sit test papers. At year 2 the test papers/tasks will be used to inform teacher assessment. Writing for year 2 will continue to teacher assessment.

Statutory Assessment at the end of Key stage 2 - Year 6

In Year 6 children will be assessed against the new end of key stage performance descriptions. They will sit papers at the end of the year in reading, spelling, punctuation and grammar and mathematics. The children could be part of a science sample assessment. Along side this all subjects and writing are teacher assessed.

National Curriculum Assessments in 2016

Year group	2016 Tests/tasks
Year 2 – all teacher assessment	Reading test as part of the evidence base Maths tests – arithmetic and problem solving as part of the evidence base Spelling, punctuation and grammar test as part of the evidence base Writing teacher assessment

Assessment in Key Stage 1 and Key Stage 2 2015

From September 2015 all children at Raysfield Infant and Junior schools are being assessed against the new national curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. As a school we assess each child three times a year against the ARE's for reading, writing and mathematics. In order to make a judgment on the % of the ARE's a child has met each term we use a range of evidence – work in books, tests, mini assessments, observations, annotated planning. Over the year the % of ARE's a pupil has met will be tracked on **SIMs**.

At the end of the academic year the total % of ARE's a child has met will then be converted into an end of year judgement. The end of year judgement will report as to whether a child is '**emerging**', '**developing**' or '**securing**' the ARE's for their year group. For each end of year judgement a % of the ARE's must be met. These % have been agreed between the majority of the schools in South Gloucestershire LA in order to ensure consistency. Emerging 16% - 49%, Developing 50%-84%, Securing 85%-109%.

For each child an ARE grid for reading, writing and maths is kept. This is highlighted and dated once a child is secure against one of the ARE'S. A note is also made as to where the evidence can be found to support the highlighting e.g Science books, test, and end of unit writing.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the cohorts, school and local schools. Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the ARE's in the following ways;

- With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders,
- With colleagues from other schools through local networks, cluster meetings, joint staff meetings
- By attending LA sessions to ensure our judgements are in line with other schools

Our school moderation calendar - Key Stage 1

	Autumn	Spring	Summer
Reading	Key stage meeting	Whole school staff meeting	Cross phase moderation EYFS/Y1,Y2 Cross school and network meeting
Writing	Whole school staff meeting	Key stage meeting	Cross phase moderation EYFS/Y1, Y2
Maths	Key stage meeting	Cross school and network	Whole school staff meeting

Our school moderation calendar - Key Stage 2

	Autumn	Spring	Summer
Reading	Key Stage meeting Year 2 /3 moderation.	Key Stage meeting	Key Stage moderation
Writing	Key Stage meeting Year 3 / 2 Moderation	Whole school cluster meeting / moderation	Key Stage moderation Cluster Year 6 moderation Year 3 / 2 Moderation
Maths	Key Stage meeting	Key Stage meeting	Key Stage meeting

Tracking pupil progress

- At both schools we use **SIMs/pupil tracker** in order to record pupil data and track progress.
- At Raysfield Infants' school we report **3 times a year** for reading, writing and maths for Year 1 and Year 2 and EYFS data.
- At Raysfield Junior School we report **6 times a year** for reading, writing and maths, for all years. We also use Star Reader for a comprehension summary.
- Before the data entered a sample of pupils are moderated in year groups, across a key stage or across the whole school.
- Pupil data is reviewed termly at Pupil Progress meetings and used to target children who are not working at ARE and for plan/evaluating intervention.
- Senior leaders, subject leaders and the SENCO all have an analysis of the data to review progress for their specific area of responsibility.

Reports and sharing information with stakeholders

- Each term the governors receive a data report from **SIMS /pupil tracker**.
- Formal parents' evenings are held twice a year where teachers share progress data with parents, a third is offered as optional in term 6.
- Parents receive one written report a year. In the reports the teacher will refer to the progress a child has made and the areas for development.
- Our website is kept up to date with end of Key Stage and comparative data.

Assessment tests and tasks

Year groups	Autumn	Spring	Summer
EYFS	Baseline assessments In EYFS	Mid term assessments	End of year assessments
Year 1,	Maths assessments term 1 Reading and writing term 2	Maths assessments term 3 Reading and writing term 4	Maths assessments term 5 Reading and writing term 6 Year 1 Phonics Check
Year 2	Maths assessments term 1 Reading and writing term 2	Maths assessments term 3 Reading and writing term 4 SATs papers for Year 2 – reading, SPAG and maths.	Maths assessments term 5 Reading and writing term 6 Year 2 – Phonics check for those who did not pass in Year 1.
Year 3	Reading Term 2 Rising Stars Progress test. Correct Year Week 1. Writing Term 2 Using ladders and excel spread sheet. By week 4. Maths Term 2 Rising Stars Year group test. Week 6.	Reading Term 4 Rising Stars Progress test. Correct Year Week 2 Writing Term 4 Using ladders and excel spread sheet. By week 4. Maths Term 4 Rising Stars Year group test. Week 5.	Reading Term 6 Rising Stars Optional Test. Week 1 Writing Term Using ladders and excel by week 4 Maths Term 6 Rising stars Year group test. Week 3
Year 4	Reading Term 2 Rising Stars Progress test. Correct Year Week 1. Writing Term 2 Using ladders and excel spread sheet. By week 4. Maths Term 2 Rising Stars Year group test. Week 6.	Reading Term 4 Rising Stars Progress test. Correct Year Week 2 Writing Term 4 Using ladders and excel spread sheet. By week 4. Maths Term 4 Rising Stars Year group test. Week 5.	Reading Term 6 Rising Stars Optional Test. Week 1 Writing Term Using ladders and excel by week 4 Maths Term 6 Rising stars Year group test. Week 3
Year 5	Reading Term 2 Rising Stars Progress test. Correct Year Week 1. Writing Term 2 Using ladders and excel spread sheet. By week 4. Maths Term 2 Rising Stars Year group test. Week 6.	Reading Term 4 Rising Stars Progress test. Correct Year Week 2 Writing Term 4 Using ladders and excel spread sheet. By week 4. Maths Term 4 Rising Stars Year group test. Week 5.	Reading Term 6 Rising Stars Optional Test. Week 1 Writing Term Using ladders and excel by week 4 Maths Term 6 Rising stars Year group test. Week 3
Year 6	Reading Term 2 Past Paper Week 1. Writing Term 2 Using ladders and excel spread sheet. By week 4. Maths Term 2 Past paper. Week 6.	Reading Term 4 Past Paper Week 2. Writing Term 4 Using ladders and excel spread sheet. By week 4. Maths Term 2 Past paper. Week 5. Use the same paper as Autumn Term.	Reading SAT Term 5 Maths SAT Term 5 SPAG SAT Term 5 Writing Levels Term 5

Conclusion

“Promoting children’s learning is the principle aim of schools. Assessment lies at the heart of the process” (TGAT 1987)

Assessment for learning is the process for 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.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school’s Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

We take opportunities to maximize positive impacts for sexuality, disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls, boys, men and women

Linked to other policies

Ratified

January 2017

Review November 2017