**RIVINGTON PRIMARY SCHOOL**

**Assessment Policy**



**We invite you to come on an exciting learning journey.**

**Discover, create, invent, explore. Join the adventure …….**

**Assessment, Recording and Reporting Policy.**

**Assessment for Learning**

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Rivington Primary School we will:

* Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
* Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
* Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
* Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
* Mark work so that it is constructive, informative, moves the learning forward and supports individuals’ targets in literacy and numeracy
* Incorporate both formative and summative assessment opportunities in medium and short term planning
* Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
* Pass on assessment file to the next class teacher so children can be tracked as they progress through the school

Use assessment for learning strategies such as:

1. Working walls
2. Targets
3. Sharing success criteria
4. Self and peer evaluation
5. Discussion, talk and modelling
6. Pre and post learning tasks
7. Indicating next steps
8. Mini plenaries
9. Questioning

**Formal Assessment Cycle**

Formal assessment is a systematic part of our school’s work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Rivington Primary School will include

1. Data from statutory assessments

* Early Years [Foundation Stage Profile](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/249995/Early_years_foundation_stage_profile_handbook_2014.pdf) (EYFSP)
* Year 1 Phonics test
* Key Stage 1 assessments
* Key Stage 2 assessments

2. Information from termly and end of year assessments

* Standardised Tests in KS2 in July
* Half termly writing assessments
* Termly teacher assessments in Numeracy, reading, science and I.C.T.
* On going teacher assessments in all subjects on an end of unit basis

The regular reviewing of tracking data in termly pupil progress meetings will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils’ attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Rivington Primary School we will:-

* follow the Assessment cycle and update the data on a regular basis into SIMs.
* use information to identify percentages of children working at each level within a cohort.
* use the information to identify pupils making expected progress, not making expected progress and those with the ability to exceed targets and use this to inform provision.
* analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Funding.
* set cohort targets for numeracy and literacy and share information with headteacher and SMT.
* work with colleagues to moderate and level writing.
* analyse data at the end of academic year to track ‘value added’ progress made by cohorts, groups of pupils and individuals.
* use the data to inform the next teacher through transition meetings and pupil progress meetings.

**Reporting**

Reporting to parents / carers provides the opportunity for communication about their child’s achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils’ attitudes, motivation and self esteem.

At Rivington Primary School we will:-

• Provide opportunities for three parent consultation meetings so that parents can discuss how well their child has settled and be involved in target setting process; with the mid year meeting being more formal.

• Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment and includes children’s reports on their own learning which they write.

• Discuss pupil progress at the request of parent by appointment.

The assessment co-ordinator will:

* Formulate the school’s assessment policy in consultation with the headteacher, staff and governors
* Review the policy regularly in the light of statutory requirements and the needs of the school
* Provide support and guidance with assessment and keep up to date with current information
* Resource school with relevant tests and update assessment cycle
* Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations by monitoring pupil progress meetings as a member of the SMT.
* Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background as a member of the SMT.
* Report to governors regarding the policy, statutory test results and cohort targets.

**Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Rivington Primary we will:

* Use agreed assessment criteria and formats for recording.
* Meet regularly to moderate writing assessments.
* Moderate work through planning, learning walks and work scrutiny’s, feeding findings back to the staff.
* Participate in moderation schemes in the Local Authority for Foundation, KS1 and KS2. One member of staff moderates for the Local Authority and offers advice, support and consistency in assessment.

J.I.S.

March 2018