

2020/21

# River View Assessment Policy



Updated: September 2020

Review: Annually

September 2021

## ASSESSMENT AT RIVER VIEW

At River View we assess pupils regularly to inform teaching, provide feedback to pupils and to communicate children's progress to parents. We view assessment as integral to high quality teaching and learning, it helps us to ensure that our teaching is appropriate and that pupils are making expected progress.

### AIMS OF ASSESSMENT

The main purpose of our assessment system is:

- To support teachers and pupils to plan next steps in learning
- To use the outcomes of assessment to help support and improve teaching standards and approaches
- Provide timely information using measures of both progress and attainment to enable governors, senior leaders, teachers and parents to have a clear understanding of the schools' performance
- To ensure a consistent approach to measure progress towards and against national standards
- to inform parents about progress and attainment

Different forms of assessment are used to support judgements and report on the performance of the school.

Type	Description
Formative assessment	Day-to-day assessment of the National Curriculum feeds into teachers' planning and effective lessons.
Summative assessment	End of unit assessments support teachers' judgements. Additionally children are assessed termly, using a range of evidence including internal tests to report on their attainment and progress. Internal tests are used to support teacher assessment judgements. This information is recorded on the schools' assessment system and is then used to report on the progress of individuals, classes, groups and cohorts as well as informing next steps in planning and identifying gaps in knowledge.
National assessment	At key points across primary school, children are assessed against national expectations. This is reported nationally: <ul style="list-style-type: none"><li>• <b>End of EYFS (Reception)</b> - Good Level of Development</li><li>• <b>End of Year 1</b> – Phonic Screening</li></ul>

	<ul style="list-style-type: none"> <li>• <b>End of Key Stage 1 (Year 2)</b> – SATs and Teacher Assessment</li> <li>• <b>Year 4- Multiplication Check</b></li> <li>• <b>End of Key Stage 2 (Year 6)</b> – SATs</li> </ul>
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**ROLES AND RESPONSIBILITIES:**

<b>Role</b>	<b>Responsibility</b>
Governors	Hold the Head Teacher and senior leaders to account for the performance of the school by monitoring whole school attainment and progress.
Head Teacher	Holds school staff to account for the progress and attainment of children through regular monitoring of data and appraisal targets.
Senior Leaders	Support the Head Teacher to fulfil the responsibilities of holding staff to account through appraisal and monitoring of progress and attainment data.
Assessment Lead	Ensures that there is a coordinated and consistent approach to assessment with clear deadlines. Reports to governors and senior leaders on progress and attainment for the whole school and key groups and ensures staff have up-to-date knowledge to fulfil their statutory duties.
Teachers	Carry out regular, accurate assessment of pupils, provide high-quality feedback and use assessment information to inform planning and next steps.
Support Staff	Support children with their learning through targeted work, directed by teachers, and report back on progress.
Parents	Support children with their learning at home.

**ASSESSMENT CRITERIA EYFS**

Early Years Assessment is based on formative assessment against the Early Learning Goals (ELGs) at the end of Reception. Evidence of progress is collected by all staff and recorded in the school’s assessment tracking system.

Summative assessments in Reading and Maths are undertaken in Reception to identify next steps in learning and support transition into Year 1.

At the end of Reception, children are assessed by teachers against the ELGs and this is reported nationally. Assessments are moderated to ensure that they are accurate and in line with expectations.

**Expected Standards for Early Years**

Nursery	40-60 months	In line with ARE (Age Related Expectations)
	30-50 months	Below ARE
	Any other lower age band below	Significantly below ARE
Reception	Exceeding	Above Age-Related (ARE)
	Expected	In line with ARE
	Emerging	Below ARE

## ASSESSMENT CRITERIA KS1 AND KS2

Assessment is based on National Curriculum outcomes and expectations specific to each year group. At River View, we use teacher assessment to assess children according to their year group outcomes three times a year using the following codes.

- (Year Group).1= Emerging
- (Year Group).2=Developing
- (Year Group).3=Expected
- (Year Group).4= Exceeded

For Example if a child is working at the expected standard in year 1 the assessment will be shown as 1.3.

Children are expected to work through these codes during the year;

	Autumn	Spring	Summer
Age related expectation	1.1	1.2	1.3
Working above Age Related Expectation	1.2	1.3	1.4

Children who are working below their year group expectations may be recorded as emerging or developing in their current year or their attainment may be recorded in a year group below.

Children with identified SEND may be assessed in a year band below their age group. This indicates that they are below the expected standard but also highlights their personalised progress.

## COMMUNICATION WITH PARENTS/CARERS

Parents are regularly invited into school to meet both formally and informally to discuss progress and support.

There are two formal Parents' Evenings a year and an annual report sent home at the end of the year to share progress and attainment data as well as next steps.

Parents receive information about their child's attainment three times per year.

## ASSESSMENT CYCLES

Teachers report children's progress three times each year. Teacher assessment is supported by end of unit assessment and PiXL tests. Summative assessments are carried out at the end of each year using the Rising Stars NTS (reading) NTS (maths) tests. Teachers analyse the results of these tests and carry out gap analysis to support them in planning sequences of learning to address the gaps in learning.

## PUPIL PROGRESS MEETINGS

Each teacher takes part in 3 pupil progress meetings each year. These meetings involve the Head Teacher, Deputy Head Teacher, phase leader, class teachers, and inclusion team. Discussions during these meeting are based on assessments and focus on the progress and attainment of children; actions for specific children are set during these meetings.