



GREAT ROLLRIGHT CE PRIMARY SCHOOL

Church End, Great Rollright, Oxon, OX7 5SA 01608 737202

Head Teacher – Miss Michelle Hastings



Assessment

Assessment is an integral part of teaching and learning and National Curriculum statutory procedures. This policy outlines the purpose, nature and management of assessment in our school. Assessment of pupils' achievement involves all staff and all pupils. It includes academic, social, emotional and physical development.

Assessment will be both formative (to inform future planning) and summative (to provide a picture of a particular point in a child's development). Assessment will indicate strengths and identify weaknesses. The outcomes from assessment will be used to monitor and evaluate the effectiveness of planning, teaching and learning. Regular, rigorous assessment will ensure continuity and progression for all children throughout the school.

Statutory Assessment

On admission, as a reception pupil, each child will be assessed using the Reception baseline assessment (RBA).

At the end of each Key Stage, a teacher assessment of attainment in core subject areas (reading, writing and mathematics) will be made against the current standards set by the DfE.

National tests (SATs) and teacher assessments will be administered in accordance with statutory regulations at the end of Key Stages 1 and 2.

At the end of Key Stage 2 the necessary transfer documentation for each pupil will be sent to his or her chosen secondary school in accordance with the Oxfordshire agreed transfer policy.

Secondary school placements for pupils with Statements of SEN or Education Health and Care (EHC) Plans will be considered and, where possible, secured in the summer term of their Year 5 or the autumn term of their Year 6. Additional assessments may be gathered for children on the SEN register and shared with the receiving school, as appropriate.

Planning

Each member of the teaching staff will be familiar with the aims, objectives and content of the National Curriculum 2014, for the year groups they teach. We have a document which details the requirements of our planning and the resources available to support with this.

The Reception teacher will be familiar with the EYFS Statutory Framework.

Assessment will be built in at the curriculum planning stage and will be reflected in long-term, medium-term and short-term plans. Good ongoing assessment will inform future curriculum planning and facilitate individual target setting.

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Summative Assessment

Writing, Reading, SPAG, Spelling and Maths are assessed using summative NFER tests or past papers. The schedule for this is outlined below.

KS1 Term 3	Writing	Reading	SPAG	Spelling	Maths
Year 1	TBC	Twinkl objective tracking sheet	n/a	Past Yr 1 phonics check RWI update	White Rose assessment
Year 2		Yr 2 past SAT Fluency test	Past SAT paper	RWI assessment YR 2 phonics re-take test Past SAT paper	Past SAT paper

KS1 Term 6	Writing	Reading	SPAG	Spelling	Maths
Year 1	TBC	NFER Summer Yr 1	n/a	Yr 1 phonics screening	NFER Summer Yr 1
Year 2		YR 2 SAT Fluency test x2	YR 2 SAT	YR 2 SAT Yr 2 phonics re-take	YR 2 SAT

KS2 Term 2/4/6	Writing	Reading	SPAG	Spelling	Maths
Year 3	TBC	NFER Aut/Spr/ Sum Y3 test Fluency test x2 Reading age x2	NFER Aut/Spr/ Sum Y3 test	NFER Aut/Spr/ Sum Y3 test Spelling age x2	NFER Aut/Spr/ Sum Y3 test
Year 4		NFER Aut/Spr/ Sum Y4 test Fluency test x2 Reading age x2	NFER Aut/Spr/ Sum Y4 test	NFER Aut/Spr/ Sum Y4 test Spelling age x2	NFER Aut/Spr/ Sum Y4 test
Year 5		NFER Aut/Spr/ Sum Y5 test Fluency test x2 Reading age x2	NFER Aut/Spr/ Sum Y5 test	NFER Aut/Spr/ Sum Y5 test Spelling age x2	NFER Aut/Spr/ Sum Y5 test
Year 6		Past SATs paper x3 (before SATs) Fluency test x2 Reading age x2	Past SATs paper x3 (before SATs)	Past SATs paper x3 (before SATs) Spelling age x2	Past SATs paper x3 (before SATs)

All data is used diagnostically to inform future planning and revisions to schemes of work. Teachers will first

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consider their data and then meet with the Head Teacher to discuss outcomes and next steps.

Foundation Subject Summative Assessment

All foundation subjects are assessed in the same way against key objectives from the teachers' medium-term planning. Teachers record those who are working 'below' and 'above' the expected standard for each set of objectives and these results are passed each half term to the head teacher who then compiles an ongoing record of year group and whole school achievement data across all foundation subjects.

Record keeping in the Foundation Stage

FS children are assessed towards the Foundation stage profile early learning goals, and this takes the form of ongoing teacher assessments in the context of activities or through observations of the children. An online system, Tapestry, is used to store and record observations to build individual online learning profiles.

Record keeping in Mathematics

A maths coverage document containing 'Ready to Progress' objectives and National Curriculum objectives is maintained by each class teacher. The termly documents are held on the staff shared drive for the three capture points (end of Autumn, Spring and Summer term). This document allows staff to track coverage of objectives and notes of those 'emerging' and 'exceeding'. This is a useful document for supporting planning and as part of the handover package for the next teacher. It can also provide useful information for the SENDCo and SLT as it can also form a basis for identifying children who need interventions as a group or individually.

Record Keeping for Reading Fluency

Children in Y2 – 6 have their reading fluency scores tracked twice a year. An age-appropriate text is used (taken from the NFER or SATs reading assessments) and children are asked to read aloud for 1 minute. The number of words they read correctly in this time is then recorded and compared to standardised scores for their year group. This enables teachers to spot children who need support to improve their fluency through using intervention group work.

Record keeping for reading and spelling ages

Children in KS2 have their reading ages (Toe-by-Toe) and spelling ages (Blackwell) tracked twice a year. This data enables teachers to spot children who need support to improve their decoding and encoding skills using the Toe-by-Toe and SNIP Literacy Programme interventions.

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Assessment of children on the Special Needs Register

Some further assessment may be required for analysing the progress of children on the SEN Register. Evidence to demonstrate the progress of these pupils may be provided by:

- Assessments created by teacher when the NC year band cannot be ascertained
- Standardised test scores for reading and spelling repeated at appropriate intervals.
- Specialised tests to be used to evaluate the success of interventions (see intervention proforma).
- Achievement of targets following a review of an I.E.P.

Targets may also be set for children on the SEN register as part of the outcomes of their Pupil Profile or EHC Plan. These may be academic targets, physical development targets, social and emotional development targets, independence targets, or whatever is appropriate to meet the needs of the pupil.

Formative Assessment Process

A variety of assessment techniques will be used, e.g. observation, questioning, evaluation, listening to discussions, marking written work and children's self-assessment. Teachers will use their professional judgement in deciding which combinations of techniques are most appropriate to the learning objective and task.

Assessment will draw on a wide range of evidence, learning experiences and context. It will be sufficiently flexible to allow for unexpected achievements to be recognised and rewarded.

Assessment will involve the teacher sharing his/her observations about the child's progress with the child, the child's parents and with other members of staff as appropriate. This discussion might include what has been achieved so far, and where he/she might go from there in future target setting.

Children will be encouraged to assess their own work against their learning objectives and to consider progress towards targets.

Teacher Assessment has the same importance as test and task results and will:

- be ongoing throughout the year
- be carried out in the context of the classroom
- allow children to demonstrate what they know, understand and can do
- be both formal and informal in approach
- be rigorous in its application

'Pupil Progress Meetings' are a regular agenda item in staff meetings.

Cross-class and cross-phase moderation will be undertaken both as in in-school exercise and also within the wider partnership of primary schools (Chipping Norton Partnership of Schools). This ensures continuity of

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approach and quality assurance of judgements.

Analysis and tracking of results

Teachers submit Scaled Scores to the Assessment Coordinator who then compiles them within the assessment spreadsheet and produces charts to show progress over time, progress against expected outcomes, progress from last data entry point, as well as analyses the performance of key groups (girls v boys, SEN and PP, More Able Students).

This data is then sent to Teachers for analysis and comment. A staff meeting is then held to discuss areas of concern, success and to work as a team to make best use of the data to inform future planning, preparation and strategic thinking.

At each Assessment point, the completed charts, along with notes from the meeting is presented to Governors by the Head Teacher at a Monitoring Meeting.

Detailed analysis is made of FSP, KS1 and KS2 data, comparing attainment and achievement with county and national figures. This begins in term 6 and continues into the following academic year with the publication of ASP. FSP snapshots of each child's development and learning will be gathered throughout the year through observations. Staff observations will then help to inform the Early Learning Goals at the end of each child's reception year.

Responsibility

The implementation of the Policy is the responsibility of all teaching staff, overseen by the headteacher.

It is the responsibility of the Curriculum Co-ordinators to ensure this Policy is adhered to for their subject throughout the school by monitoring lesson plans, scrutinising children's work, and through observations and discussions with staff.

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