



Riversdale Primary School

A nurturing, ambitious and values led school.

ASSESSMENT POLICY

DATE: 21st May 2025

REVIEW DATE: 20th May 2028

AIMS

This policy has been written for staff at Riversdale Primary school to set out our approach to assessing pupils' attainment. This policy should be read alongside our Teaching & Learning and Marking & Feedback policies.

The purpose of this policy, and our approach to assessment, is to:

- improve pupil outcomes,
- evaluate the impact on learning of our intended and implemented curriculum,
- inform teachers and pupils of their next steps in learning,
- ensure we identify pupils falling behind and provide them with the right support to catch up,
- ensure assessment is not onerous for teachers, through careful consideration around the purpose and frequency of data collection and data input.

This policy has been informed by:

- EEF report - Assessing and monitoring pupil progress
- Assessment without levels - DFE report
- The work of Kate Jones, Dylan William, Shirley Clarke and John Hattie

FORMATIVE ASSESSMENT

This is an assessment that takes place every day within classrooms, across the school site and between all adults working with learners. It is the process of discussing, observing and feeding back to a learner at any point during the learning process.

Assessment for Learning (AfL) means using evidence and feedback to identify where learners are in their learning, what they need to do next and how to adapt teaching to best to achieve this. In practice, this means obtaining clear evidence about how to drive individual attainment; developing understanding between teachers and learners on what they need to improve, and agreement on the steps needed to promote sound learning and progress. Research indicates that 'Formative Assessment strategies raise standards of attainment' (Black & William 1998). Shirley Clarke of the University of London has broken down this research into five key areas:

- **Planning** – clear learning objectives, success criteria, differentiation and greater depth activities are identified within lessons (either through planning or in TIP Books);
- **Sharing Learning Objectives** – ensures focus and encourages pupil involvement in their own learning;
- **Pupil Self-Evaluation** – empowers pupils to realise their own learning needs and targets; provides the teacher with essential information;
- **Quality Marking** – tracks progress diagnostically, informs pupils of success and weakness and provides clear targets for improvement (this can be provided to the child through verbal feedback);
- **Target Setting** – ensures pupil motivation and involvement in progress; raises achievement; keeps teacher informed of individual needs; provides a full record.

Running concurrently is the concept of Assessment as Learning (AaL). AaL builds upon the philosophy of Assessment for Learning, with a greater emphasis placed on feedback and metacognition. Students learn about themselves as learners. The key to unlocking this metacognitive strategy is to equip learners with the tools to understand, interpret and act upon feedback. It creates reflective students who have the agency to decide on their next learning step.

Strategies include, but are not limited to: regular peer and self-assessment, regular and challenging practice, allowing students to question their own learning and creating an environment where taking chances and risking being wrong are promoted.

MARKING & FEEDBACK

- Monitoring pupil work and providing feedback are the teacher's most regular means of assessing pupil progress and of planning work to meet pupil needs.
- Quality and timely feedback indicates to the pupil what they have achieved and how they can improve their work.
- We provide feedback in line with the planned curriculum, the careful planning of which identifies the knowledge and/or skill to be learnt in that lesson or sequence of lessons.
- The best feedback should be timely and specific. We encourage live feedback in lessons, either to an individual, a group or a class.
- Good feedback will support children to improve their work there and then, or move on.
- In addition to feedback on lessons, common errors should be brought to the pupils' attention so that they are able to improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc.
- Books should be looked at every day in order to inform next steps and all work done by the child should be acknowledged by the teacher.

Please see the Marking and Feedback policy for details on our approach.

SUMMATIVE ASSESSMENT

This is the formal testing or teacher analysis of what has been learned, in order to produce marks or grades, which may be used for records and reports of various types. This fits best within Assessment of Learning (AoL).

At Riversdale, summative assessment takes place in these forms:

- Statutory End of Key Stage Tests (Year 6),
- Termly assessments in Reading, Maths and GPS which are standardised and comparable to other schools nationally,
- Cognitive Ability Tests/Wandsworth Test (Year 6),
- Special Educational Needs Individual Education Plans and analysis tools,
- End of Unit Curriculum Assessments,
- Transfer of Records (KS1 to KS2 to KS3/next teacher),
- Year Group Planning Meetings,
- Target groups,
- Pupil Progress and Data Meetings.

NATIONAL CURRICULUM EXPECTATIONS

The National Curriculum and the Programmes of Study provide a clear framework and set of expectations for the knowledge and skills that pupils should develop across a range of subject areas and key stages. However, there are not an assessment framework in themselves. As such, the school has developed a set of progression documents for all subjects, closely connected to the programmes of study, allowing knowledge and skills development to be mapped across the curriculum. These documents also provide the basis for teacher assessments, providing clear statements of yearly expectations.

The progression document for each subject stipulates the standard for children working within their chronological age or phase. Children not accessing their year group material (due to special educational needs and/or disabilities) can therefore be assessed according to the year group or phase that they can access, by tracking back through the document to previous year group expectations. All progression documents are also organised by disciplinary strand so that teachers can identify pupil strengths and areas of development for different concepts within a subject.

ASSESSMENT OF THE LITERACY CURRICULUM

In Reception and Year 1, children follow the Little Wandle Letters and Sounds Revised systematic synthetic phonics scheme. Half-termly assessments are carried out to check that children are achieving age-related/scheme specific milestones. These assessments are also used to ensure that pupils are reading books that are appropriate for their phonic knowledge and whether additional keep-up interventions are needed in addition to the daily lessons and daily keep-up that are in place.

In reading, teachers use formative assessment during lessons and use live feedback/marking to respond to the whole class or to individual student needs based on any misconceptions or areas for improvement. We do not use hands up to avoid more confident children dominating class discussions. Teachers should circulate the room when asking pupils to talk to their partners so that they can gather a clear picture of the progress being made by the class.

In writing, we use a combination of strategies depending upon where in the writing process the pupils are. We make use of pupil conferencing and peer-assessment, which makes the children active and thoughtful participants in their own learning. This process helps children to recognise their successes and to identify and take ownership over how to improve. Once pupils have drafted a piece of writing, they are guided through a process of editing in which they reflect upon and assess their work, looking for ways in which it can be improved in relation to accuracy, and/or deepened in terms of quality. The methodology for this encourages pupils to actively search for errors/areas for development without explicitly identifying these for the pupils, as we believe this can lead to passivity.

In grammar, teachers use formative assessment to assess pupil understanding and knowledge during the lesson. Live feedback/marking will be used as appropriate. Next steps marking is not provided, but it is expected that where whole class feedback is required, additional whole class teaching takes place. Grammar concepts for each year group are revisited every year to ensure that pupils learn more, know more and understand more.

From Years 2 - 6, a termly summative assessment of reading is taken using the Literacy Counts tests. A summative assessment of writing is also undertaken using the writing progression documents to support teacher judgements on a termly basis, using evidence from children's work for that term.

ASSESSMENT OF THE MATHS CURRICULUM

Mathematics teaching at Riversdale is based on the principles of Teaching for Mastery, which originally came from exchanges with teachers in Shanghai. In Maths, we follow the Maths No Problem scheme across the school. In addition to this, we use Mastering Number in Reception, Year 1 and Year 2. Formative assessment is the most important approach to learning in mathematics.

At the end of each Maths No Problem chapter, the children complete an end-of-chapter review as a way for the teachers to assess their learning throughout that particular topic. Three times a year, the children also sit summative assessments on all areas of the maths curriculum, these will include arithmetic and reasoning papers.

By the end of Year 4, children should be proficient in all of their times-tables up to 12x12. In the summer term, the children in Year 4 sit the Multiplication Tables Check (MTC) to test their knowledge of times-table. To support the learning and continued practice of times-tables, we use Times Table Rock Stars (TTRS). This is an online platform where children engage in a range of games to improve their speed and accuracy with times-tables. The platform provides detailed information of children's proficiency, enabling us to target additional support to pupils not meeting the standards. All children in Key Stage 2 are encouraged to practise this daily (at home) and teachers monitor the progress of each child so that they can be supported effectively.

From Years 1 - 6, a bi-annually summative assessment of maths is taken. These are developed by Maths, No Problem! and are based upon taught concepts, ensuring that assessments focus specifically on what pupils have covered, allowing for data driven interventions and support.

ASSESSMENT OF THE WIDER CURRICULUM

At Riversdale, we do not require teachers to collect individual assessment data of pupils' attainment in the foundation subjects. We do, however, expect them to be able to talk with confidence about each child's progress in all subjects benchmarked against our planned curriculum. Teachers are expected to know if their pupils have learnt what has been taught and to what extent. All teachers are expected to understand the core learning and concepts for the units they teach, to be able to articulate the school's intent for that subject and to know how that unit builds on or fits into the wider curriculum for a subject.

Teachers monitor the impact (what pupils know) in a variety of ways such as looking at pupils' work in books on a daily basis and providing feedback, through regular insightful questions and conversations in class. To support them to achieve this, pupils will undergo a low-stakes end of unit assessment. These assessments are designed using a consistent format (double page spread) with a range of question styles, including multiple choice, matching, short answer and long answer questions. The questions for these assessments are based on the retrieval questions that have been planned for each unit of learning, ensuring coverage of the required knowledge. In addition, assessments will include a subject specific skills question that will allow the teachers to assess pupils' application of the relevant disciplinary skills, for example source interpretation in history, or fair testing in science.

Whilst science is treated as a core subject and data of pupil attainment is collected, the assessment protocols fall within those of foundation subjects, in that pupils undertake end of unit assessments rather than end of term tests.

For practical subjects, such as Art & Design, Computing, Design & Technology, PE and Music, assessments will be practical in nature, with assessments of final products/performance being the focus. Teachers will use a range of means to capture this, be this through observation, photographs, videos etc. In Science, working scientifically is assessed throughout the year, with the Spring term being a dedicated time for explicit teaching and assessment of working scientifically through a practical investigation/enquiry approach.

MODERATION

Periodically, teachers undertake moderation and standardisation to ensure that judgements are in line with each other or with higher or lower year groups. From time to time the Senior Leadership Team (SLT) and subject leaders will undertake moderation activities across the whole school to ensure that standards are being met and progression is visible from year to year. Meetings may also be held each academic year with other local primary schools where the focus is on moderation within subjects or year groups.

Moderation may also be expected by external authorities in order to validate teachers' assessments, including the local authority. These are designed to help teachers judge where a child is working against National Curriculum expectations. Year 2 and 6 teachers participate in regular local authority moderation activities to ensure that teacher assessments are robust and in line with national curriculum expectations.

SEND assessment at an early stage is essential to ensure that we effectively help children to overcome difficulties. Progress for all children identified as needing support that is 'additional to or different from' the provision that is made for all children through Quality First Teaching, will be monitored regularly against their support plan targets. Both formative and summative assessments will be carried out rigorously to ensure the child's needs are being met. See the 'SEND Policy' document for more details.

STATUTORY NATIONAL TESTING

During their time in school children will sit some external national tests. These are as follows:

- Reception Baseline (September)
- EYFS Profile (June)
- Year 1 Phonics Screening Check (June)
- Year 4 Multiplication Table Check (June)
- Year 6 SATS in Reading, GPS and Mathematics (May)

Please note: The Year 6 SATS tests are externally marked whilst teachers provide assessment judgements for writing and science.

USE OF INSIGHT TRACKING FOR CORE DATA CAPTURE

It is vital that schools have a robust, workable and informative assessment system that can demonstrate the positive impact of teaching and learning on the progress of pupils. Insight Tracking provides a reliable and effective way of capturing and analysing the progress and attainment of pupils in core subject areas, in a form that is acceptable to all stakeholders.

The system utilises the National Curriculum end of year expectations for core subjects as summative statements. For each statement, or objective as they are referred to on Insight Tracking, the teacher assesses the pupil on a scale of 0-3.

0: Where the content/skill has been taught, but has not yet been understood by the child.

1: There is some evidence within the child's work that they have grasped the concept and can apply it in a limited manner. They are not yet deemed secure.

2: The objective has been secured. The child is able to apply the concept confidently.

3: The child is working at greater depth. This signifies that the child is able to confidently apply the concept in a variety of contexts without support.

Staff are able to input this data in a way that suits their workload, but the majority of staff do so, at the end of each unit of learning, making updates throughout the year where applicable. Data is analysed termly.

Once the teacher has assessed the children against the *taught* statements, they will be able to make an overall judgement, against Age-Related Expectations. The judgements, which are colour coded and correlate with the 0-3 scale to reduce workload and improve accuracy, are:

- **Below** (majority 0/Red),
- **Just Below** (majority 1/Orange),
- **On-Track** (majority 2/Green),
- **Greater Depth** (majority 3/Blue).

It is important to note that children are *only* assessed against what they have been *taught*; therefore, an ideal trajectory for a child is to remain "On-Track" throughout the year. This demonstrates that they have progressed through the curriculum, adding to their subject knowledge in a way that is secure.

In exceptional circumstances, teachers may assess a child outside of their year group in consultation with Senior Leadership. This will be particularly applicable to the pupils within the Alternative Resource Provision.

The school accepts that some objectives in each year group carry more weight or importance than others. These are highlighted to staff as Key Performance Indicators (KPIs). It is expected that a pupil must achieve the majority of KPIs in their year group by the end of the academic year to be considered working at Age-Related Expectations.

ALTERNATIVE RESOURCE PROVISION (BASE) ASSESSMENT

Pupils within the ARP will be assessed for subject areas based on their access to the subject. If pupils access the subject in mainstream classes, they will be assessed in accordance with the protocols identified above, with both the ARP/BASE teacher and mainstream class teacher responsible for ensuring this is appropriate and completed. If they access the subject within their ARP classroom, they will be assessed using an adapted model that better suits their needs. In respect to core subject areas, where pupils are working significantly outside of their chronological age, pupils will be assessed using the Pre-Key Stage Standards. These have been added to the Insight Tracking system to ensure parity between the ARP and the mainstream classes.

TARGET SETTING AND BENCHMARKING

When using data to judge progress, we would expect most children to enter the year group working towards the standards within that year group. We appreciate that progress is not always linear and some children move on faster than others, but by the Summer term, we would expect at least 80% of children in each year group to be achieving the Age-Related Expectations in the core subjects and around 15% should be working at greater depth.

PUPIL PROGRESS - ASSESS AND REVIEW

Top level data is important to see how whole or parts of cohorts are performing, but it is also imperative to drill down to the progress made by individual children and to intervene to support those children when necessary. To this end, we finish off the termly assessment cycle with an 'Assess and Review' process. Here, teachers look at their particular groups (core subjects) and assess how they are doing. They consider issues that the whole group might be struggling with and how they may address this in class, as well as thinking about individual children and what can be done to support them.

Members of the leadership team then meet with each member of staff and discuss each child. Children who are struggling, not making progress or who are a concern for their teachers in any way are then picked up individually. The relevant member of the Leadership team, alongside the teacher, will decide on a course of action for that child, which may include a course of intervention, a possible referral for SEND or a social intervention. That child is then followed up on each term to monitor their progress.

EQUAL OPPORTUNITIES AND INCLUSION

We aim to ensure that there are opportunities for children of all abilities to complete appropriate assessment tasks, free from stereotyped or biased expectations such as those relating to gender, proficiency in English, special educational needs and/or socio-economic deprivation. Analysis of assessments will explore the attainment and progress of a range of key groups, and this will be monitored in order to inform teaching and learning. See 'Inclusion Policy' document for more details.

MONITORING AND EVALUATION

The governing body, in partnership with the Headteacher, determines the school policy for assessment. The Headteacher is responsible for working with staff to devise, monitor, evaluate and review procedures for assessment. Class teachers are responsible for carrying out the agreed procedures for assessment, according to the assessment timetable that will be adjusted and updated each academic year.

This policy will be reviewed at least every three years, or earlier where required.