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Assessment Policy

Reviewed on: 22nd January 2024

Next Review due: Spring 2026

Signed by:

A handwritten signature in black ink, appearing to be 'S.A.', written in a cursive style.

Chair of Governors

Signed by:

A handwritten signature in black ink, appearing to be 'N. Ling', written in a cursive style.

Headteacher

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Effective assessment systems:

Give reliable information to parents about how their child, and their child's school, is performing

- a) Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b) Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c) Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d) Are reliable and free from bias.

Help drive improvement for pupils and teachers

- a) Are closely linked to improving the quality of teaching.
- b) Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c) Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

- a) Are created in consultation with those delivering best practice locally.
- b) Are created in consideration of, and are benchmarked against, international best practice.

At Ranelagh our aims also include:

- To ensure children make the best possible progress in their learning, knowing their achievements and what they need to do next.
- To ensure teacher planning is tailored so that teaching meets the learning needs of all children.
- To monitor pupil progress in order to: identify and support pupils who are a cause for concern; provide measurable information for staff performance management and whole school performance; provide information on progress and attainment for parents.
- To have a consistent approach that measures school progress against national standards.

4. Assessment approaches

At Ranelagh Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

These assessments evaluate pupils' knowledge and understanding on a day-to-day basis. They are used to help pupils to measure their knowledge and understanding against learning objectives and to identify where they need to improve. For teachers, formative assessments enable future planning to be tailored to provide support or extension as necessary. Teachers should ensure that their methods of formative assessment are accessible and inclusive of all abilities.

These formative assessments are an integral part of teaching and learning and if teaching staff are carrying out effective formative assessment, school leaders are assured that gaps and problems will be identified and that every child will be supported to make progress. We have a separate Feedback Policy which identifies how feedback is used formatively. Apart from the Feedback Policy, there is no requirement for teachers to record information gained from formative assessments. Effective use of formative assessment will be evident from pupil progress over time shown in books and teaching.

A range of 'Day-to-Day In-School Formative Assessments' will be used including, for example,

- making use of questioning and answers
- feedback on pupils' work, which include:
 - Immediate feedback – at the point of teaching
 - Summary feedback – at the end of a lesson/task
 - Review feedback – away from the point of teaching (including written comments)
- Observations
- Short re-cap activities
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. self-marking against agreed success-criteria
- Peer marking
- Pupil conferencing

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a theme/ subject taught over a period of time. It should be used to provide feedback on how they can improve

- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

A range of 'In-school-summative assessments' will be used including, for example.

- Termly tests (Cornerstones) with the exception of Y6 who assess half termly using past SATs papers
- Accelerated Reader assessment reports
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEND/ EAL
- Termly 'best fit' assessment relating to the National Curriculum age related expectations (e.g. reported on Sonar for Reading, Writing, SPAG, Maths and Science).
- Teacher assessment against learning intentions in foundation subjects.
- Annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) on-entry baseline assessment
- Early Years Foundation Stage (EYFSP) profile at the end of reception
- Phonics screening check in year 1
- Multiplication tables check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

5. Collecting and using data

At Ranelagh Primary School, we are mindful of the workload implications of assessment of learning and as a result have moved to a system where summative data is only collected and recorded at the end of the autumn, spring and summer terms. An overview of our assessment cycle can be found in the appendices.

These termly teacher assessments relate to National Curriculum age related expectations i.e., how far through the framework a learner has progressed and how deeply they have mastered the content taught. They are informed by National Standardised tests and are recorded on Sonar for Reading, Writing, SPAG, Maths and Science. For the majority of pupils, judgments are made at one of three levels:

Working Towards the Standard (WT) - At the end of a Key Stage the pupil is accessing the National Curriculum at age related expectations; they may have covered some or all of this, but still require significant support to develop understanding.

Working at the Expected Standard (WAT) - At the end of a Key Stage the pupil is accessing the National Curriculum at age related expectations; they can use and apply the ARE related curriculum effectively within the curriculum subject.

Working Above the Expected Standard (WAB) - Equivalent to “Greater Depth with the Standard” at the end of a Key Stage. The pupil is accessing the National Curriculum at age related expectations. They can use and apply the age-related curriculum at depth and independently across the curriculum.

6. Reporting to parents

At Ranelagh we aim to work in partnership with parents; we inform parents of their child’s progress in a number of ways, including:

- Access to online systems such as Tapestry Learning Journeys in EYFS
- Parents’ evenings
- Information meetings
- Annual Reports

which include:

- Comments on general progress
- Brief details of achievements in all subjects and activities forming part of the school curriculum
- The pupil's attendance record
- The results of any public examinations taken, by subject and grade
- Arrangements for discussing the report with the pupil's teacher

7. Inclusion

Our principles of assessment apply to all pupils, including those with Special Educational Needs and disabilities (SEND). When assessing SEND pupils we are mindful of the *Special Educational Needs and Disability Code of Practice, 0 to 25 years* and the *Equality Act 2010*.

For some pupils with SEND or for pupils where English is an Additional Language (EAL), teachers must consider the most effective methods and tools for formative and summative assessment. These may include adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication and observation. Alternate assessments may also be used for pupils with SEND, which include but are not limited to BPVS, YEAR Early Ready, YARC Passage Reading and SANDWELL.

At Ranelagh, we use The Bell Foundation's EAL Assessment Framework for Schools to assess and track EAL pupils new to the school and who have limited English.

We are aware that progress for SEND pupils may not always be reflected in formative and summative assessments of academic subjects and we therefore consider wider aspects of progress including: communication, social skills, physical development and independence.

Teachers work with the SENCO and/ or Inclusion Lead to carry out a clear analysis of an individual pupil's needs. This should draw on any on-going formative and summative assessment, the views of parents and pupil and, where relevant, information from external specialists. Information from the analysis is then used to determine what must be done to ensure that the intervention and support provided enables children to progress in all areas of their learning and development.

8. Training

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of Sonar school assessment information system will be given. Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavor to keep up to date with latest research. The school in making use of external assessment systems will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The headteacher is responsible for:

- Quality assuring statutory data
- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Senior Leaders

Senior leaders are responsible for ensuring that staff are sufficiently trained, subject leaders are monitoring quality and accuracy, and tracking data agrees with outcomes in formal assessments.

9.4 Subject Leaders

Subject leaders are responsible for ensuring that assessments are carried out accurately and to deadlines.

9.5 Teachers

Teachers are responsible for ensuring that they are familiar with standards for their subjects. They are responsible for following the assessment procedures outlined in this policy

10. Monitoring

This policy will be reviewed every 2 years by the Teaching and Learning committee. At every review, the policy will be shared with the governing body. All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed. Senior Leaders will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies, pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policies
- Early Years Foundation Stage policy and procedures
- Feedback policy

Appendix 1: Assessment Cycle

	Data collected	When	Shared with
EYFS	Reception Statutory Baseline assessments	Aut 1	DfE
	Wellcomm Speech & Language Assessments		SLT, governors
	Nursery & Reception Physical Development Assessments		SLT, governors
	SEND Pupil Passports and one page profiles		SENCo, parents
	Nursery & Reception Focus Child Assessments	Aut 2	Parents
	Nursery & Reception Physical Development Assessments	Spr 1	SLT, governors
	SEND Pupil Passports and one page profiles		SENCo, parents
	Nursery & Reception Focus Child Assessments	Spr 1/2	Parents
	Nursery & Reception Physical Development Assessments	Sum 1	SLT, governors
	SEND Pupil Passports and one page profiles		SENCo, parents
	Nursery & Reception Focus Child Assessments	Sum 1/ 2	Parents
	EYFSP (Rec)	Sum 2	SLT, Governors, LA, DfE, Parents
	Wellcomm Speech & Language Assessments		SLT, governors
KS1 and KS2	Pupil Progress Meetings	Aut 1	SLT, governors
	SEND Pupil passports and one page profiles		SENCo
	Age standardised tests in year 6		SLT
	Age standardised tests in years 1-6	Aut 2	SLT
	Age-band (standards) judgement for reading, writing, maths, science and GAPS		SLT, governors, parents
	SEND Intervention data		SENCo
	Pupil Progress Meetings	Spr 1	SLT, governors
	SEND Pupil passports		SENCo
	Age standardised tests in year 6		SLT
	Age-band (standards) judgement for reading, writing, maths, science and GAPS	Spr 2	SLT, parents
	Age standardised tests in years 1-6		SLT, governors, parents
	SEND Intervention data		SENCo
	KS1 and KS2 National Curriculum Tests	Sum 1	SLT, governors, LA, DfE, parents, pupils
	Phonics Screening check -Y1 pupils and Y2 retakes		SLT, governors, LA, DfE, parents
	Multiplication Tables check Y4		SLT, governors, LA, DfE, parents, pupils
	End of KS2 Teacher Assessments		SLT, governors, LA, DfE, parents, pupils
	Pupil Progress Meetings		SLT, governors
	SEND Intervention data		SENCo
	Age standardised tests in years 1, 2, 3, 4 and 5	Sum 2	SLT
	Age-band (standards) judgement for reading, writing, maths, science and GAPS		SLT, governors, parents
	SEND Intervention data		SENCo