



# Ravensmead Primary School

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## Ravensmead Assessment Policy

Since September 2015 the school has been following the new National Curriculum in all year groups. The Assessment policy has been adapted in response to these changes.

### Rationale

We believe that Assessment for Learning is the key to equipping children to become critical evaluators of their own work, empowering them with the tools to move their learning forward and understand when they have achieved success.

Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as:

"The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there"

*Assessment for Learning: Assessment Reform Group 2002*

### General Aims and Objectives

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning and target setting
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met
- To ensure that individual pupils are supported to be "the best that they can be"
- To ensure that disadvantaged and SEND pupils are supported.

### Formative Assessment/Assessment for Learning

All teachers assess their class or group on a daily basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis:

The Learning Objective is shared in every lesson in child friendly language.

All learners need to understand what they are being asked to learn and more importantly- why?

Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is assessed against the success criteria. This is used as a "Remember List" to revisit and assess

their work against. Teachers and pupils respond to their work using the agreed Marking Policy. Teachers complete the skills ladders in Writing (evidence may be found in other subjects eg. Topic books) and Reading. They date this in order to ensure a skill is embedded. These skills ladders are the Staffordshire Agreed Year group Documents. We have adapted the Maths skills into class grids termed "I can Statements."

In Science the Aiming High Grids are shared with pupils prior to a new topic or unit of work to establish what they know or can do. The Staffordshire Working Scientifically Grids are continually completed.

Daily Assessment for Learning strategies can be in the form of-

- Self Assessment
- Peer assessment
- Next step marking
- 2 STARS and a wish-Teachers identify 2 good things and a wish is a moving on comment.
- Learning conversations
- Rich, probing questioning
- Purple Pen for Progress- planned time to improve in purple pen
- Group Feedback
- Quick Maths Quiz (weekly)

### **Summative Assessment**

Summative assessments are used to assess what a child can do at a particular time, and are used for comparison.

The following formal summative assessments take place at Ravensmead

- End of Key Stage Statutory assessments - Year 2 and 6 (Summer Term)
- Early Years Foundation Stage Profile (Summer Term)
- PIRA Reading -Termly (Progress in Reading Assessments)
- PUMA Maths -Termly (Progress in Mathematics Assessments)
- Diagnostic tests for targeted children EG Boxall Profile, Dyslexia Checks (as required)
- Aiming High Grids in Science to assess End of Unit Knowledge
- Science Tracking Grid - 'Working Scientifically' this assessment is ongoing throughout the academic year.
- End of Year School Teacher Assessments to record data on pupils who are Emerging/Expected or Exceeding at their age expectation.

### **Phonics Screening:**

Year 1 Phonics screening takes place during the second half of the Summer Term results are forwarded to the DfE.

Year 2 pupils are re-assessed where results fall short of the pass mark in Year 1.

Year 3 pupils who did not achieve the standard will be consistently assessed in order to meet their needs and provide the best programme (eg analytical phonics, Toe by Toe, Precision Teaching)

## **Assessment of Foundation Subjects**

The curriculum is taught through creative topics and each subject, whether linked to the topic or not is assessed against agreed attainment objectives and recorded on a Foundation Assessment Grid which is uploaded into our Assessment Folders in Launchpad at the end of each term. This is based on Gifted & Talented, Exceeding and below average age appropriate expectations which is called Emerging. Pupils at the expected level are not noted on this tracker. Teachers continually make assessments notes as necessary in their planning and journals in order to inform their planning and target setting.

### **Pupil Progress Meetings**

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place termly after a focused assessment week. Teachers complete grids prior to the meeting and our intervention grids detail the programme and staff member which will impact upon progress and areas of concern. Parent meetings are planned for the following week in order to inform parents on the progress of their child. We are constantly in discussions about the impact of previous interventions. At Ravensmead interventions are focused clearly upon the progress of individual pupils.

## **Analysis of Data**

Class teachers, subject managers, phase managers, deputy and head teacher all take responsibility for analysing data and results. This analysis will include school based data but significantly Local Authority comparative data and national data (Raise On Line) in the Autumn Term. They will judge the impact of planned interventions eg Nurture, Better Reading, Talking Partners, Write Away and Precision Teaching.

Analysis is reported to the Headteacher and Deputy Headteacher and subject leaders. Subject leaders analyse results and analyse any gaps. Findings are incorporated into the School Improvement Plan.

### **Assessment in EYFS**

**Please refer to the detailed information in the Early Years Policy**

### **Consultations**

Parent Consultations take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. Drop in sessions are on Wednesdays when teachers are always available immediately after school. We have parent meetings 3 times a year when parents can view their child's work, classroom and meet the teacher. Information available to parents at parents evenings will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice and support for improvement/continued progress will be given as appropriate. Written reports are provided by "set" teacher as their class teacher may not teach them for Maths or English.

### **Role of the Assessment Co-Ordinator**

To attend meetings and courses, which will inform future development of assessment and ensure staff are aware of current, relevant issues. Provide training for staff as new assessment procedures are developed and monitor the termly assessments on LAUNCHPAD.

The Head Teacher and Deputy Head take responsibility for successful organisation and manageable Assessment Procedures in school.

Approved by Personnel and Curriculum Committee February 2016

Review date when Autumn 2016