



Rainford Brook Lodge Primary School

Assessment Policy

Responsible Committee

Curriculum

Last review date		Spring	2025
Next review date		Spring	2027
Signed		Name	
Position		Date	
Governor ratification			
Signed		Name	
Position		Date	

Purpose

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all our pupils. It will set out the rationale and practical application of assessment at Rainford Brook Lodge and will ensure that assessment practice in school adheres to the DFE Assessment Principles 2014 (Appendix 1) and our Vision and Values.

The Assessment Coordinator (Mr Reece) is responsible for ensuring that the Assessment Policy is followed by all stakeholders across the school.

We assess so that:

We are able to **'know and cater for every child's needs, every day'**.

- Teachers can assess what children know, understand and can apply to their work.
- Teachers can plan learning opportunities that reflect the needs of all children.
- We can identify children who are falling behind and therefore plan support to address their needs.
- We can identify children exceeding their age-related expectations and therefore plan work to extend them further.
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability.

Principles of Assessment at Brook Lodge CP School

Assessment at our school follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. If children are bored and disengaged, they will not demonstrate what they know, understand and can do in their work. Assessment should not seek to label children's achievements but instead to remove the ceiling on attainment and support children in making the next steps in their learning.

In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age as set out in The National Curriculum. This is organised into yearly age-related expectation. **We assess summatively on shared documents. These are tracked every half term.**

Formative Assessments

The vast majority of our assessment is formative on-going assessment that involves teachers giving feedback to children that relates to what they have achieved and areas they need to improve on. This kind of marking and feedback should be carried out in line with the Marking and Feedback policy and supports our Teaching and Learning policy. At Rainford Brook Lodge, we recognise that this element of assessment is perhaps the most crucial in enabling progress to take place.

Formative assessments are made day-to-day and are used to inform daily planning.

Staff record assessments and judgements, for foundation subjects, using our own Excel Spreadsheets. These spreadsheets lay out the objectives for each year group and are monitored on a half termly basis to enable teachers and subject leaders to effectively analyse which objectives have been met / to analyse trends in data.

Prior and post assessments are used in all subjects, except English. These assessments inform planning. In English, day-to-day marking and feedback provides the formative assessments required. In some cases, reading ages may be required.

Summative Assessments

Summative decisions are made about children's achievement at the end of each term and annually. These decisions are based upon bodies of the children's work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time. The school uses a range of summative tools including:

- Previous SAT papers
- NfER tests
- White Rose Hub Maths Assessments
- Phonic screening past papers
- PM Benchmarks

****These are a guide and teachers will use their own professional judgement for Teacher Assessment.***

Children in Year 2/Year 6 will be assessed against SAT materials, and judgements made against national thresholds. (Non-statutory in Y2)

Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across year groups and also with other networks to help ensure that our assessment decisions are always objective and accurate.

Pupil Progress Meetings

Pupil progress meetings between class teachers and members of the Senior Leadership Team happen once each term. These meetings are to establish how the children are performing in relation to their age-related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age-related expectations are discussed and extension work put in place as appropriate.

Communicating with Parents about Learning and Assessment

Parents are allocated parents evening times at the beginning of the Spring and Summer terms following their end of term assessments and receive an in-depth report at the end of the Summer term. In each report, children's learning is described according to how securely they have learned the curriculum for their age so far that year. There is also a target given for Reading, Writing and Maths.

Parents of children with an IEP also meet the class teacher to discuss personal targets and interventions taking place (see SEND policy for further information).

EYFS

The DFE Baseline takes place within the first six weeks of term. Teachers conduct their own baseline within the first few weeks and progress will be tracked from there. This assessment will create school-level progress measures from Reception until the end of KS2. All assessments during the year will be based on formative assessment and evidence is kept in the children's individual learning profiles. 2simple is a way of recording observations, capturing those significant moments of learning. These moments will then be shared with parents. Learning profiles are available for parents to view throughout the school year. At the end of the year, Children are assessed against the Early Learning Goals to see what progress they have made towards achieving a 'Good Level of Development'.