



REGENT PRIMARY SCHOOL

Assessment Policy

Reviewed by HARR: August 2022

Previous Review: August 2020

Approved by the Board:

Aim:

The aim of this policy is to give a clear outline of all assessment techniques at TRPS, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

At TRPS, we aim for assessment to:

- Identify attainment
- Lead to a reliable measure of achievement
- Complement and inform teaching and learning
- Track pupil progress against the schemes of work
- Inform pupils in their understanding of their next steps
- Inform teachers as to next steps in pupil learning
- Inform parents as part of the reporting process
- Provide whole school attainment and achievement data to:
 - ✓ Identify school development priorities
 - ✓ Hold the Heads of School to account
 - ✓ Support Performance Management
 - ✓ Identify target groups of pupils for support
 - ✓ Identify Additional Needs pupils
 - ✓ Identify Most Able pupils

Policy Statement:

TRPS' assessment falls under two categories: Assessment of Learning (AoL) and Assessment for Learning (AfL). Assessment of Learning is summative assessment that may take the form of an internal or external (standardised) test, examination or a professional judgment made by a teacher in pupil reports at the end of a Programme of Study. Assessment for Learning is an ongoing formative assessment that may take the forms of observing, questioning, marking and tracking that helps teachers to plan work tailored to individual needs. Programmes of Study are devised with clear Learning Objectives and Success Criteria in order that feedback to students is targeted towards the planned outcomes.

For EYFS, assessment is an essential part of the learning and development of children in Early Years. Our accurate assessment depends on us getting to know our children very well and to this end we gather information from a range of sources including observations of the children engaged within child-led/independent learning as well as during adult-led activities. We also do this through discussions with parents and carers and by talking to the children. We use the following key documents to underpin our practice in the Early Years: Statutory Framework for

the Early Years Foundation Stage (DfE, 2021), Early Years Foundation Stage Profile handbook (DfE, 2022) and Development Matters (DfE, 2021).

Guidance:

A: Roles and Responsibilities

The overall responsibility for assessment belongs to the headmaster. However, this responsibility has been delegated to the Head of Assessment and Reporting (HARR) who is the assessment leader for the whole school. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders / Heads of Department are responsible for monitoring assessment within their subject / year area.

B. Assessment of Learning

Baseline Testing, Term 1, September

Baseline testing is a starting point for measuring potential and aptitude to succeed in the curriculum areas. At TRPS, baseline testing is administered in September for Reception (FS2) to Year 6 and are all standardised and digital. External testing and examinations allow the school to benchmark ourselves against other British, Independent and International schools.

Reception - BASE (CEM)

Year 1 - 6 – INCAS (CEM)

Year 2 – Year 6 – CAT4 (GL Education)

Year 2 – Year 6 – NGRT (GL Education)

New Students – White Rose short test prior to admission

Progress Check, Term 2, March

Progress checks are termly standardised paper tests to assess whether children are performing in line with the UK National expectations. The data from the assessments are used in measuring progression from Term 1, setting targets, planning intervention (or extension) and benchmarking.

Year 1 – Year 6 – Progress Check in Reading, Maths and SPaG – Rising Stars Assessment or NFER paper tests.

Year 1 – Year 6 – Project Exhibition. *(A piece of work made and presented by children to demonstrate their learning and understanding in real-life context. The aims are to give feedback to parents in place of the end of term pupil report; to demonstrate mastery of content standards and show confidence; to encourage children to take responsibility for their learning and show creativity and to foster understanding of cross-curricular links).*

Progress Check, Term 3, June

Reception – BASE Progress – GL Education

Year 1 – Year 6 – Progress Tests in English, Maths and Science - GL Education

Year 1 – Year 6 – New Group Reading Test (NGRT) – GL Education

EYFS Profile: At the end of the Reception year, the Reception teachers complete the statutory Early Years Foundation Stage (EYFS) Profile for each child. The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors. Practitioners are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. For each ELG, teachers must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (expected); or
- not yet reaching this level (emerging)

C. Assessment for Learning

AFL is the day-to-day processes used by teachers in order to continually gauge the attainment and progress of students in their classes. Assessment for Learning is:

- central to classroom practice
- a key professional skill for teachers
- is committed to a shared understanding of success criteria
- constructive guidance of how to improve
- supportive of students developing capacity for self and peer assessment

At the end of a taught standard, teachers will make a professional judgment on how well the students have attained and the progress they have made. These judgments are made using the curriculum objectives of the English National Curriculum. This task is completed using the Classroom Monitor application in the Primary Years and Tapestry in the Early Years.

For EYFS, assessments are based on the teacher's ongoing observations and assessments of the Characteristics of Effective Teaching and Learning, Prime and Specific Areas of Learning. The Characteristics of Effective Teaching and Learning and the Prime and Specific Areas of Learning and Development are all interconnected. The Characteristics focus on how children learn rather than what they learn.

D. Recording

Key information from external testing and teacher assessments is recorded in the school's central electronic folder monitored by the HARR and the IT Lead. Assessment data is made available to relevant staff in a variety of formats in order for them to use it to inform teaching and learning. Teachers keep ongoing formal and informal assessment records for students in their classes.

E. Communication of Assessments/Reports

Pupils: Pupils receive information on their performance and progress through verbal and written feedback on class and homework. Also, see Marking Policy.

Parents: Parents receive information on their child's performance and progress at set intervals. See below:

Playgroup – Year 6

Term One	Term Two	Term Three
<p>Settling-In Report</p> <p>This document is emailed to parents. It gives a description of each pupil's attainment in all subject areas including Foundation Subjects. For Reception – Year 6, it also provides an analysis of the standardised assessment data.</p> <p>Parent Teacher Consultation 1</p> <p>This meeting addresses how well a student has settled and early indications of progress against the baseline assessment data.</p>	<p>Parent Teacher Consultation 2</p> <p>This meeting addresses progress from beginning of year and targets to assist progress for the remainder of the year.</p> <p>Project Exhibition</p> <p>This gives feedback to parents in place of the end of Term 2 pupil report.</p>	<p>End of Year Report</p> <p>This document is a detailed analysis of progress and attainment in all subjects and end of year test data.</p> <p>Parent Teacher Consultation 3</p> <p>This optional consultation is by parental request or teacher invite to discuss the end of year report</p>

At any time a parent or teacher can request a meeting outside of this schedule. The Settling-In Report is not an academic report. It focuses on the start the pupil has made to the new academic year.