



Diocese of Norwich
Education and
Academies Trust

Rudham and Weasenham Church of England Academy Federation

Executive Headteacher: Mrs Belinda Allen

Rudham Church of England Primary Academy, School Road, East Rudham, King's Lynn, Norfolk PE31 8RF
Tel: 01485 528230 Email: office@rudham-primary.norfolk.sch.uk Web: www.rudhamweasenhamfederation.co.uk

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Assessment Policy

Introduction

We believe that effective assessment, recording and reporting provides information to improve Teaching and Learning. We use assessment to ascertain where the children are and the processes needed to move them on to the next step. Assessment should be useful to the teacher and pupil and be used to inform future planning.

Parents should be given regular reports on the children's progress so that teachers, children and parents are all working together to raise standards for all our children.

Assessment, recording and reporting in this Federation should:

- Be a central part of planning for teaching and learning
- Involve the learner wherever possible
- Be both Formative and Summative
- Be both manageable and useful
- Make it clear to parents how well the children are doing
- Enable teachers, children and parents to work together to raise standards
- Provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school

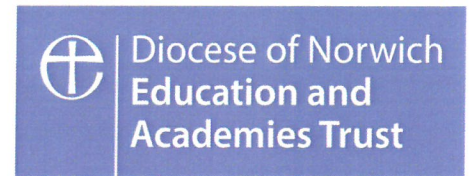
Formative Assessment

Formative assessment is day to day on-going assessment based on how well children fulfil learning objectives. This provides feedback and involves children in improving their learning. Evidence does not have to be formal and may include: photos, post-its, anecdotes, recordings etc

Summative Assessment

Summative assessment is snapshot testing which establishes what a child can do at a particular time. This includes:

- Phonics assessment End of Yr 1.
- National Summative Tests at the end of Key Stage 1 and 2
- Base Line Screening Test – Bury Infant check
- The Foundation Stage Profile
- Salford and Single Word Spelling Test (In September for years 2-6, then twice more in January and June where their spelling and reading age is below their chronological age. more in the summer term for SEND children)



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- GL Assessment for years 1,3,4 and 5 in the Summer term (English and Maths)
- Half-termly teacher assessment against the National Curriculum objectives taught thus far for each child. Annotation of maths and English objectives lead to a teacher assessment of which colour band the child is working within and this is recorded on Pupil Asset every half term.

Point In Time Assessments (PITA) are recorded on Pupil Asset every half term (Termly for EYFS) based on the teacher assessment of each child. This is a flat model of assessment which records whether the children are 'on track' or not at any point in time to meet the end of year expectation. (See Appendix 1 for definitions.)

Planning for Assessment

We use the National Curriculum 2014 to plan half termly or termly themes/topics and guide our teaching.

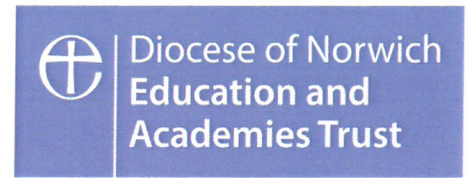
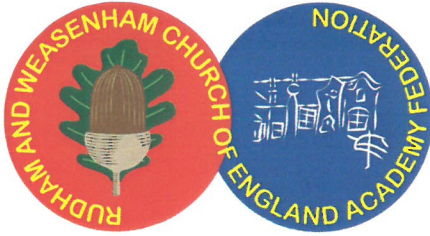
- Teachers plan their lessons with clear learning objectives and include opportunities for formative and summative assessment.
- Teachers strive to ensure that all tasks set are appropriate to each child's level of ability
- Teachers use their assessment to inform future teaching and learning
- Teachers share the learning intentions and assessment criteria to involve the children in self-assessment and peer assessment.

Marking and Feedback to pupils

We believe that marking and feedback should provide regular, useful and constructive feedback to the learner, identifying next steps to improve achievement. It should recognise both success and areas for improvement against the learning objectives, enabling the children to develop in to reflective learners.

Marking and feedback should:

- Be manageable for both teacher and child
- Be appropriate to the age of the child
- Relate to the learning objectives shared with the children
- Allow specific time for the children to respond
- Encourage peer and self-assessment
- Give recognition to achievement
- Identify clear ways to deepen the learning
- Involve all adults that work in the classroom
- Use consistent codes throughout the school
- Next step stickers have been trialled in some classes and are being introduced across the Federation. These are used to move the children on in their learning.
- Children also use purple pens to edit/correct their work.



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Some pieces of work require a response from the child. This is done with a purple pen. Children are given dedicated time to respond to the teacher's comments and show that they have acted on the feedback.

Reporting to parents

We have a range of strategies that keep parents informed of their child's progress in school.

- We encourage parents to contact the school if they have any concerns about any aspect of their child's school work
- Parent consultations are held in the Autumn and Summer Terms
- Reports are written and sent home in the Spring and Summer Terms. This is a report of the child's progress and achievements and also includes targets for next year. These may be learning or social targets. Parents are given the opportunity to discuss the report with their child's teacher if they wish.
- For Reception Children, in addition to the annual report assessing progress against the Early Learning Goals, parents have access to 'Tapestry' which details the learning journey of their child in the reception year. For parents that do not have online access at home, a hard copy is made available.
- In reports for Year 2 and 6 we provide details of the each child's achievement against national expectations in the form of a standardised score as well as phonics scores.
- In reports for Years Yr 1, 3-5 we provide details of the child's achievement against age related expectations detailing whether the children are working towards the age related expectation, at the age related expectation or at greater depth. This judgement is based on both formative and summative assessment.
- Parents are always informed immediately of any concerns and where possible we inform them of significant progress.

Achieving Consistency of Judgement

Teachers take opportunities to moderate with other professionals from the federation, clusters, and other local federations as well as attending CORE training/moderation lead by DNEAT, to check the accuracy of their judgements and ensure rigour in the assessment process.

Evidence to support Teacher Assessment

Reading (evidence base supported by teacher marking)

- Reading comprehension
- Reading tests, e.g. SATs papers, GL
- Reading tasks during lessons, e.g. from Reading Explorers Guided Reading books; including character descriptions, text interpretation, etc
- Individual reading records



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Writing (evidence base supported by teacher marking)

- Extended AND shorter focused pieces of writing in a variety of different forms for a range of purposes
- Writing from across a range of curriculum areas, including core & foundation subjects
- Text annotation or visual organisers such as planning, thought mapping, storyboards or timelines
- Oral work such as pupil presentations to the class, contributions to class discussions, drama activities, film or discussions with teachers
- Observing pupils' behaviour and interactions
- Pupils' self-assessment
- Teachers observe pupils when shaping and forming letters

Maths

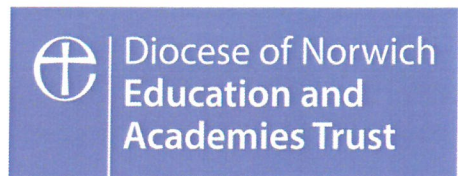
- Children's individual, paired or grouped learning
- Oral work such as pupil presentations to the class, contributions to class discussions, questioning or discussions with teachers
- Open ended tasks, e.g. problem solving and investigative maths sessions
- Tests, e.g. GL, test base or past papers internally administered
- Information from different curriculum areas, core and foundation subjects
- Observing pupils' behaviour and interactions
- Pupils' self-assessment
- End of Key Stage Assessment

Science

- Children's individual, paired or grouped learning
- Oral work such as pupil presentations to the class, contributions to class discussions, questioning or discussions with teachers
- Information from different curriculum areas
- Observing pupils' behaviour and interactions
- Pupils' self-assessment

Monitoring and Review

This policy will be reviewed every two years or as necessary. Subject leaders, governors and the Headteacher will monitor the practice of assessment through lesson observations and scrutiny of work and plans.



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Appendix 1: Point in time Assessment (PITA)

Descriptor
Is working on P-Scales
Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention.
Is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.
Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in their learning.
Is on track to meet end of year expectations. They are usually successful learners, at that year group level, showing good understanding of over 80% of the objectives taught. They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.
Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors, Can often explain or justify their ideas.
As above, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range on contexts and can synthesise and evaluate other's ideas and their own effectively.



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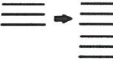
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



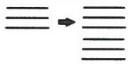
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Appendix 2: Marking Codes

Content prompts

 Write a question of your own	 check your answers	 explain it
1 → 2 3 Choose the next option	presentation	 do some more
Other:		

 capital letters	 makes sense	 punctuation
 Word choice	 presentation	 spelling
Other:		 length

Staff may adapt these to meet the needs of the children in their own classes.

Assessment prompts may be used as well.

<u>Mark</u>	<u>Meaning</u>	<u>Mark</u>	<u>Meaning</u>
LO	Learning Objective	I	Independent work
S	Supported work	VF	Verbal feedback
<i>BA</i>	Initials of person who is marking	ST	Supply teacher