



Assessment Policy

Staff Responsible:	Mrs A Sheridan
Date of Issue:	September 2024
Review Date:	September 2025

Our Rationale

At Ribbon Academy we believe that effective assessment provides key information to inform and adapt teaching and learning to meet the needs of students. This means assessment should be:

- Explicit in expectation
- Support teaching and learning
- Raise expectations
- Timely to best inform
- Responded to

We recognise learning to be a change in long term memory, which supports our ability to differentiate between performance and learning. Additionally, we know that learning is not a linear process and children **will not** progress in an 'evenly patterned' way. The reality is that each child will be different and have his/her own strengths and weaknesses. There will be several factors that affect the development of skills and knowledge and these include:

- Attention for learning
- Motivation to learn
- Prior knowledge, skills and experiences
- Time allocated to retrieving relevant knowledge and skills, after extended periods of time
- 'Gaps in learning' and the extent to which individual children are secure in skills/ knowledge from previous learning
- Focus and time given to particular knowledge and skills

Our Aims

- To ensure children progress, knowing their achievements and what they need to do next
- To track pupils for ongoing attainment and progress
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children
- To have a consistent approach that measures school progress against national standards
- To enable our children to demonstrate what they know, understand, remember and can do in their work;
- To help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the Headteacher and Trustees with information that allows them to make judgements about the effectiveness of the school.

Assessment in EYFS

Throughout Nursery and Reception children's knowledge, understanding, skills and achievements are carefully monitored using the developmental ranges set out in the document 'Development Matters' and outlined in 'Birth to 5 Matters'. Our assessment relies on practitioners having a sound understanding of key children. Practitioners gather and share information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through interactions with the children.

Within the first six weeks of the autumn term, children in Reception complete the statutory baseline assessment. The purpose of the Reception Baseline Assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

Following baseline assessments, progress is carefully monitored, to ensure planning and provision reflects the needs of the children, and where necessary, intervention can be implemented. Children's knowledge, skills and understanding are carefully monitored throughout the foundation stage as children work towards the Early Learning Goals at the end of reception.

Assessment in Core Subject

Referenced throughout:-

Performance and Tracking (PAT) Indicator

1. Working significantly below (assessed using B-Squared)
2. Working below and receiving personalised support to meet the demands of the curriculum
3. Have significant gaps in their knowledge
4. On track to meet most of the end of year expectations
5. On track to meet all end of year expectations
6. On track to work at a greater depth/mastery standard

Maths

Assessing children's performance and learning in maths is on-going. Through a carefully planned and sequential curriculum, children will be given the opportunity to learn, practise, retrieve and apply key skills and knowledge. Teachers will be required to make a performance judgement of each child at the end of each topic, which will be recorded on the TfM Assessment Grid. Each child will receive a PAT score between 1-6, identifying their level of performance in the covered criteria.

At Ribbon, we understand learning to be a change in long-term memory. In order to make an honest judgement in learning, summative math assessments will be conducted from Year 2>6 in January and June, informing teachers of the retention, and application of skills/knowledge of every child. Alongside the below criteria, this will inform their overall 'learning' PAT judgement (1-6), which will be inputted into SIMS for effective analysis and will be communicated with parents through parent consultations (February) and a written report (June/July).

Where do teacher judgements come from in maths?

- ✓ PiXL Summative Assessment Test (Year 3 > 6 only)
- ✓ TT Rockstars speed and accuracy (Year 3 > 6 only)
- ✓ Performance in maths, evidenced in books and journals
- ✓ Teacher assessment
- ✓ Performance in mathematics topic (recorded on TfM Maths Assessment Grid, whilst using Gateshead GAP sheet descriptors as a supportive guide to teacher judgement)
- ✓ Application of maths throughout the wider curriculum.

Reading

Assessing children's performance and learning in Reading is on-going. Through a carefully planned and sequential curriculum, children will be given the opportunity to learn, practise, retrieve and apply key skills and knowledge. Teachers will be required to make a performance judgement using the Gateshead GAP sheet descriptors for each child.

At Ribbon, we understand learning to be a change in long-term memory. In order to make an honest judgement in learning, summative reading assessments will be conducted from Year 2>6 in January and June, informing teachers of the retention, and application of skills/knowledge of every child. Alongside the below criteria, this will inform their overall 'learning' PAT judgement (1-6), which will be inputted into SIMS for effective analysis and will be communicated with parents through parent consultations (February) and a written report (June/July).

Where do teacher judgements come from in reading?

- ✓ PiXL Summative Assessment Test (Year 3 > 6 only)
- ✓ Accelerated Reader (Year 2 > 6 only)
- ✓ Reading Plus (Year 3 > 6 only)
- ✓ Performance in reading, evidenced in books across the curriculum
- ✓ Listening and questioning children when reading
- ✓ Success and consistent performance informs the GAP sheet

Writing and GPS

Assessing children's performance and learning in Writing is on-going. Through a carefully planned and sequential curriculum children will be given the opportunity to learn, practise, retrieve and apply key skills and knowledge. Teachers will be required to make a performance judgement using the Gateshead GAP sheet descriptors for writing for each child.

At Ribbon, we understand learning to be a change in long-term memory. In order to make an honest judgement in learning, summative GPS assessments will be conducted from Year 2>6 in January and June, informing teachers of the retention, and application of skills/knowledge of every child. However, from Year 2>6 in January and June, the last 4-6 pieces of independent writing (with a blend of both fiction and non-fiction) will be used for writing assessment purposes, where successful, consistent, effective and deliberate use of criteria is evidenced and recorded against the Gateshead GAP sheet descriptors for writing, making notes of dates for moderation purposes.

Alongside the below criteria, this will inform their overall 'learning' PAT judgement (1-6), which will be inputted into SIMS for effective analysis and will be communicated with parents through parent consultations (February) and a written report (June/July).

Where do teacher judgements come from in writing?

- ✓ PiXL Summative Assessment Test (for GPS only) (Year 3 > 6 only)
- ✓ Independent writing
- ✓ Gateshead GAP sheet
- ✓ Performance in writing, evidenced in books across the curriculum
- ✓ Performance in GPS, evidenced in books across the curriculum (Year 2 > 6 only)
- ✓ Performance in spelling groups (Year 3 > 6 only)
- ✓ Teacher assessment
- ✓ Spelling quizzes

Assessment in the Wider Curriculum

Assessing children's performance and learning in the wider curriculum is on-going. Through a carefully planned and sequential curriculum, children will be given the opportunity to learn, practise, retrieve and apply key skills and knowledge. Teachers will be required to make a performance judgement of each child at the end of each topic, which will be recorded on the Wider Curriculum Performance Grid, identifying children who are working below and exceeding ARE. For any children working below, a brief descriptive assessment is outlined to inform key personnel to support children with their ongoing progress.

At Ribbon, we understand learning to be a change in long-term memory. In order to make an honest judgement in learning, summative Wider Curriculum Proof of Progress (POP) assessments will be conducted from Year 2>6 half termly. POP tasks are tasks that are created by the class teacher that are given to each child. In order to inform teachers of the retention, and application of skills/knowledge of every child, these assessments will be completed a half term after the topic was taught. These assessments will include a range of quiz questions and a contextualised problem requiring an in-depth response through application of skills and knowledge. Teachers are required to utilize this assessment information to update the Wider Curriculum Performance Grid.

Where do teacher judgements come from in the wider curriculum?

- ✓ Performance evidenced in books across the curriculum
- ✓ Retrieval practice performance in class
- ✓ POP task performance (Year 2 > 6 only)
- ✓ Discussions in class
- ✓ Teacher assessment

Assessment of SEND

Pupils working below ARE are assessed in line with other pupils, using the end of year expectations and Gateshead Assessment tracking grids, at a level appropriate to their stage of development by the class teacher.

In core subjects, pupils working significantly below ARE are assessed using B-squared (specialist SEND assessment), which identifies and demonstrates progress (as well as setting targets) in smaller, more manageable steps for those learners.

As well as these assessments, the progress of children working significantly below ARE is monitored in a number of ways so that the intervention can be accurately matched to their needs so that barriers to learning are overcome. These include:

- Reviewing of Learning Plan targets twice in an academic year, minimally;
- Discussion at review meetings with specialist agencies;
- Ongoing teacher assessment;
- Record Sheets for specific Intervention Programmes.

All of the above, is to be completed by the class teacher in conjunction with support assistants and the Assistant Headteacher for Inclusion/SEND.

Responding to Need

At Ribbon Academy, we value the importance of responding to the needs of all children in order to support their ongoing progress and attainment. We do this in three main waves; Wave 1, Wave 2 and Wave 3.

- **Wave 1** – In class support through Quality First Teaching (QFT).
- **Wave 2** – Same day/ Next day pre and post teach sessions to quickly respond to assessment of learning with the aim to plug gaps, consolidate and/or develop confidence prior to the next step in learning.
- **Wave 3** – Targeted intervention to support the specific needs of individual children.

Assessment File

In order to collate all relevant documentation, supportive guidance and information on children, each class teacher is required to manage the Assessment File for their class cohort

The assessment file is to include:

1. Policies: - Assessment Policy, Marking & Feedback Policy
2. Pupil Progress Meeting Documentation (incl. Data Analysis)
3. Whole Class Feedback Forms (See Marking and Feedback Policy for clarification)
4. GAP sheets for Writing (one per child)
5. GAP sheets for Reading (one per child)
6. Accelerated Reading Reports
7. Wider Curriculum Performance Grids
8. Wave 3 Intervention Groups
9. PAT descriptor

On completion of the academic year, the assessment file will be used to communicate effectively during transition meetings from current class teacher to new class teacher. This will ensure all relevant information is present, shared and is supportive to discussions.

Moderation

Moderation is an essential part of the assessment system. Teachers are involved in moderation to ensure agreement of the criteria, standards and consistency.

This is done with:

- year group partners
- colleagues
- mentors
- members of SLT
- common marking policy
- work scrutiny
- other schools
- local authority
- exemplification materials

Each pupil is assessed in Reading, Writing and Maths throughout the year. At each assessment point, achievement is assessed against all the relevant criteria and recorded onto an electronic tracker (SIMS). Each pupil is assessed to be working at a number between 1 and 6 (see above) in relation to Age Related Expectations. Children who are working below their Key Stage are assessed using the Pre Key Stage statements (from the DFE) and also through B Squared (specialist SEND assessment).

Data is then used to analyse progress. Pupil progress meetings are held by senior leaders linked to performance management targets and accountability. Data is used to support teachers in identifying groups and individuals who may require further intervention and those who are making accelerated progress and implications for planning.

This data analysis informs the SDP and SEF documentation and drives forward staff training.

Reporting to Parents

Parents/Carers are welcome into school as the learning partners of their children and link between home and school. Informal exchanges between parents and teachers are regular and parents are encouraged to make formal appointments for more extensive discussion.

Each term we offer parents the opportunity to meet their child's teacher. In the Autumn term, we discuss year group expectations and where children are achieving in relation to these and set targets. Parents are provided a brief report card. In the Spring term, we evaluate their child's progress as measured against the targets and set new targets, which is provided to parents on a brief report card. During the summer term we give all parents a written report of their child's progress, achievements and learning attributes during the year and where they are performing in relation to Age Related Expectations. In this report we also identify target areas for the next school year. We include a space for parental feedback.

In reports for pupils in Year 1, 2, 4 and 6 we also provide details of teacher assessments and the levels achieved in the corresponding national tests.

- Year 1 Phonics Screening Check
- KS 1 SATs
- Year 4 Multiplication Check
- KS 2 SATs

In order to ensure information shared with parents is reliable and effective we will:

- Ensure meaningful tracking of pupils towards age related expectations in the curriculum, including regular feedback to parents.
- Provide information which is transferable and easily understood and covers both qualitative and

quantitative assessment and is consistent.

- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Ensuring data is reliable and free from bias in line with the Equality Act 2010

Monitoring and Evaluation

Procedures are monitored annually in order that they remain meaningful and manageable. Learning Enquiries will also evidence the effectiveness of the policy and identify any future CPD needs on developments in assessment practice. Policies may change in light of any new initiatives.