



Assessment Policy

Including marking, feedback, reporting and target setting

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Aims

At Rosemary Works School, we believe in fostering a supportive learning environment where every child can thrive. Assessment plays a crucial role in building a strong foundation for each child's success. We use assessments to:

- Measure progress: We track each child's learning journey and identify areas where they excel and areas where they can continue to grow. We also look at trends and averages to set group or whole school development targets.
- Inform teaching: The information we gather helps teachers tailor their lessons to meet individual needs, ensuring a personalised learning experience for all.
- Celebrate achievements: We value effort and progress, and assessments give us a chance to recognise and celebrate children's accomplishments.
- Prepare for next steps: We use assessment to help ensure children can smoothly transition to the next stage of education, including moving between key stages and transferring to secondary school.

Formative Assessments

Formative assessment plays a crucial role in our commitment to fostering a dynamic learning environment. This approach allows us to continually monitor student progress and adjust instructional strategies throughout the learning journey. Formative assessment is made through:

- EYFS baseline assessments
- Informal observations during lessons or learning time
- Discussions with pupils and reviewing their work or outcomes
- Reviewing performance in online tasks (e.g. Times Tables Rockstars, Atom Learning)
- Children's response to marking
- Listening to children read
- Explicit formative assessment tasks at the start of a new unit of learning
- Self-assessments during a task or unit.

Through formative assessments, we can:

- Gather real-time data: This could be through informal observations, quick in-class questions, or self-assessment at the end of a lesson.
- Engage students actively: Discussions, peer-review activities, and student self-reflection exercises all allow children to take ownership of their learning and understand their own progress.
- Adapt teaching: By identifying areas of strength and areas requiring further support, we can tailor our approaches to meet the individual needs of each student.
- Provide timely feedback: This helps students understand their progress and identify areas where they can improve.

Summative Assessments

Summative assessments provide a snapshot of student learning at the end of a specific unit, term, or year. This information helps us gauge a student's overall understanding of the curriculum and identify areas where they have excelled or may require further support.

There are various types of summative assessments used at Rosemary Works School, including:

- EYFS Profile (assessment against the Early Learning Goals)

- Key Stage 1 Phonics Screening Check
- Regular spelling and times tables tests
- End of unit quizzes
- Independent writing assessments
- Standardised assessments via GL assessment (see below)
- Atom Learning

The results of summative assessments are used to:

- Measure student progress and attainment: This allows us to track progress against curriculum benchmarks and identify areas for school-wide improvement, if necessary.
- Inform future planning: By analysing strengths and weaknesses, we can tailor future lessons and support strategies to ensure all students continue to make progress.
- Communicate with parents: Summative assessments provide valuable data that is used to discuss student progress with parents during meetings or written reports.

Standardised Assessments

At Rosemary Works, we use standardised assessments provided by GL Assessment which gives age standardised scores and percentiles. These help us to benchmark our attainment and progress against national expectations as well as to moderate our own teacher assessment judgements.

Scores are used to identify strengths and areas for development for the school as a whole. They are also used to identify students with higher learning potential, those who may need further support in a particular area and those who are “coasting” rather than making good progress.

Tests are administered in a relaxed way, with children encouraged to do their best. These test the level of knowledge and skills the children have reached in order to measure progress. Children are not expected to revise for these tests and no specific preparatory work is completed in class before administering them.

Please see Appendix 1 for a description of the tests used and Appendix 2 for the assessment calendar.

Marking and Feedback

Marking and feedback is an important part of learning, forming the dialogue between the teacher and child, enhancing learning and supporting the child to move onto the next step in their learning. Marking and feedback is supportive and constructive, highlighting strengths and celebrating achievement as well as highlighting areas for improvement.

Feedback methods include:

- Written comments on work.
- Verbal feedback during lessons or one-on-one interactions.
- Peer-review activities (Years 3-6).
- Self-assessment exercises (written, verbal or through gesture)

Marking should be purposeful, aiming to help children understand where they have been successful and what the next steps are in their learning. Techniques for this include:

- Focus on learning objectives: Marking highlights areas related to the specific learning objectives.
- Positive reinforcement: Comments celebrate student achievements and identify strengths.

- Actionable guidance: Feedback provides clear guidance on how to improve.
- Gap tasks: Short targeted activities address identified misunderstandings.
- Supportive and constructive: Feedback focuses on progress, highlighting strengths and areas for improvement.
- Self-reflection: Students are encouraged to participate in the marking process through self-assessment activities.
- Clear communication: Marking provides targeted comments and guidance to support student learning.
- Marking should clearly identify the next skill or area for improvement based on the curriculum.
- Marking should not consist of unfocused praise, negative comments without direction for improvement or overly focus on presentation over content.

Marking frequency varies depending on activity and year group. All written work is marked within a reasonable timeframe, before work is returned to the child. For some tasks, in particular where verbal feedback has been given during the lesson, marking may consist of a tick for each correct answer. Longer pieces, for example pieces of writing, should be marked more deeply, including where the child has met the success criteria for the session and advice for next steps (e.g. “two stars and a wish”).

Reporting

We believe in keeping parents and carers informed about their child's progress throughout the school year. We achieve this through a combination of formal reports, meetings, and ongoing communication.

Parents of children in Early Years Foundation Stage (EYFS) are kept up-to-date on their child's development throughout the year via Tapestry, a secure online learning journal. Tapestry allows teachers to share observations, photos, and videos that capture a holistic picture of each child's learning journey.

Parents of Reception children receive a written report at the end of the academic year. This report summarises the child's progress across all areas of learning and highlights their strengths and next steps.

For children in Years 1-6, we provide written reports twice a year:

- Mid-Year Summary: Issued after the February half term, this summary provides an overview of the child's progress in each subject area. It includes their current attainment level, specific targets and next steps to support continued learning.
- End-of-Year Report: This comprehensive report details the child's achievements across the curriculum throughout the year. It includes written statements for each subject, highlighting strengths and areas for development. The report also features a general comment from the class teacher and Head Teacher.

We hold parents' evenings every term for all year groups (Nursery to Reception). These evenings offer an opportunity for parents and carers to discuss their child's progress with the class teacher in more detail. Year 5-6: In Years 5 and 6, parents also receive their child's standardised test scores at parents' evenings.

We encourage parents to maintain open communication with their child's teacher. Teachers are always happy to answer questions and discuss student progress in more detail or may contact parents to arrange ad hoc meetings outside of the scheduled parents' evenings if necessary.

Please see Appendix 2 for the Assessment and Reporting Calendar.

Target Setting

Assessment data plays a crucial role not only in monitoring individual student progress but also in informing strategic school-wide improvement. At the end of each year or key stage, we utilise assessment data to set ambitious yet achievable targets for the following year.

- **Data Analysis:** We analyse a range of assessment data, including standardised test results, summative assessments, and teacher observations. This comprehensive approach provides a clear picture of student strengths and weaknesses across different year groups and subjects.
- **Benchmarking:** We use national benchmarks and standardised data to identify areas where our students are excelling and areas with potential for growth.
- **Identifying Improvement Areas:** Through careful analysis, we identify key areas where school-wide improvement efforts will have the most significant impact.
- **Target Setting:** Based on the identified areas for improvement, we establish specific, measurable, achievable, relevant, and time-bound (SMART) targets for the following year. These targets may focus on raising average attainment levels across a subject, closing the attainment gap for specific student groups, or improving specific skills across all year groups.
- **Communication and Implementation:** School-wide targets are clearly communicated to all staff members, ensuring a shared understanding of the focus areas for improvement. These targets are then translated into actionable strategies and incorporated into lesson planning and curriculum development for the following year.

By using assessment data in this way, we set realistic yet challenging targets that drive continuous improvement in student outcomes and ensure all students reach their full potential.

EYFS

Rosemary Works School prioritises ongoing assessment in EYFS. Daily interactions and play guide practitioners in understanding each child's needs, allowing them to plan for development. Tapestry, our online journal, allows for continuous observation sharing, building a strong home-school partnership throughout Nursery and Reception.

Baseline assessments in Reception check key skills. The EYFS Profile produced at the end of Reception reflects progress against Early Learning Goals and is shared with parents.

Please see the EYFS policy for more detail about our approach to assessment in the EYFS.

SEND

At Rosemary Works, assessment is an ongoing process used to identify and support children with SEND.

We ensure early identification and timely intervention for children who require support through:

- Baseline assessments in Reception or upon joining Rosemary Works
- Analysis of standardised data, in particular inconsistencies in scores
- Ongoing monitoring by teachers and support staff
- Collaboration with parents/carers
- Screening tests
- External specialist assessments

We follow the "assess, plan, do, review" cycle to support children with identified needs. Children are supported by targets on their Individual Pupil Passport

- Individual Pupil Passports developed with parents/carers
- Regular review and adjustments by class teacher and SENDCO
- Access arrangements for assessments, as needed
- Additional resources and annual reviews for children with EHCPs

Please see the SEND policy for further information about our approach to identifying and supporting children with additional needs.

Equal Opportunities

At Rosemary Works School, we are committed to ensuring that all children have an equal opportunity to flourish, regardless of their background, ability, or needs. Assessment plays a vital role in achieving this objective.

- Fair and Inclusive Assessments: We strive to ensure that all assessments are fair and accessible to all children. This includes providing appropriate access arrangements for those with SEND.
- Identifying Potential: Assessments help us identify not only areas where children may require additional support, but also their individual strengths and talents.
- Tailored Support: Based on assessment data, we can provide targeted support and interventions to help all children reach their full potential.
- Monitoring Progress: Assessment allows us to monitor progress for all children, enabling us to identify and address any potential gaps in learning.
- Celebrating Achievements: We celebrate the achievements of all children, regardless of their starting points or learning styles.

By using assessment effectively, we can promote a culture of inclusion and ensure that all children at Rosemary Works School have the opportunity to thrive.

Links to other policies

- EYFS policy
- SEND policy
- Curriculum policy

Appendix 1

GL Assessments

Cognitive Ability Tests (CAT4)

Cognitive Ability Tests (CAT or CAT4 tests) assess children's reasoning ability on four scales: Verbal, Quantitative, Non-Verbal and Spatial. These measures are designed to show a child's reasoning aptitude and learning potential, so are helpful to provide comparison to attainment in other subjects, in particular English and Maths. These are available in paper form for Year 2 and digitally for Years 3-6. They are administered in timed conditions.

Progress Tests in English and Maths (PTE and PTM)

These tests are available as a paper test for Key Stage 1 and as computerised tests from the end of Year 2 and throughout Key Stage 2. A second test used to measure mid-year progress is available for Key Stage 2.

The PTE and PTM tests for Key Stage 1 is administered with teacher support, with the teacher reading the instructions and part of the tests. These are not timed. The PTE and PTM tests for the end of Year 2 and Key Stage 2 include spoken recorded instructions. The tests are not timed, with the exception of the Mental Maths for Key Stage 2, where each question is timed.

National Group Reading and Spelling Tests (NGRT and NGST)

The NGRT and NGST tests are additional, short tests looking specifically at reading and spelling. The NGRT is available for Year 1 on paper. For Years 2-6, both tests are available digitally. The digital form of the test is adaptive, becoming more advanced for those performing at a high level and vice versa. In addition to the usual age standardised score and percentile, these tests provide an approximate reading/spelling age.

Dyslexia and dyscalculia screeners

These screening assessments look at a child's profile using various scales linked to dyslexia and dyscalculia. They are not routinely administered, but are done on an individual basis where concerns have been raised in discussion with the parents. The results show how the child has performed on these scales and gives a rating of how likely they are to have dyslexia/dyscalculia.

The results of these assessments are not diagnostic. They do, however, provide a useful tool to facilitate further discussion and to make recommendations as to whether further professional investigation is suitable.

Pupil Attitudes to Self and School Wellbeing Survey (PASS)

The PASS wellbeing survey is available for children in Years 1-6, administered digitally. Children in Key Stage 1 answer "yes/no" questions, where children in Key Stage 2 are presented with more questions with a scale to use to respond. These assess their attitudes towards school, learning and themselves and give a measure of wellbeing allowing the school to identify children who may require pastoral support.

Appendix 2

Rosemary Works Assessment and Reporting Calendar

Month	Assessments	Parent meetings/reports	Report to directors
September	GL CAT tests Year 2-6 Baseline tests for Year 1 and new students in Years 2-6: GL Progress tests in English and Maths		Progress report (previous academic year)
October	Writing assessment Year 1-6 (internally moderated)	Year 6 secondary school meetings (with AP) Parents' evening Reception to Year 6 Nursery Parent Consultations	
November			
December			
January			
February	Year 1-6 GL NGRT Reading Year 2-6 GL NGST Spelling Mid-year Year 3-6 Progress tests in English and Maths (not available for Year 1-2) Teacher assessment of all subjects (working towards, expected, greater depth)	Mid-year summary – short format report	
March	Year 1-6 writing assessment (internally moderated)	Parents' evenings Reception-Year 6 Nursery Parent Consultations	Mid-year Key Stage 2 progress report (including spelling and reading)
April		Year 3-5 secondary school presentation	
May			
June	Year 1 to Year 6 Progress tests in English and Maths Year 1-6 writing assessment (internally moderated)	Year 1-6 Parents' evenings Year 5 secondary school meetings (with AP)	
July	Teacher assessment of all subjects (working towards, expected, greater depth)	Full end of year report (Reception-Year 6)	