

Rainow Primary School

Caring, Learning, Achieving.

Assessment for Learning Policy

Member of staff responsible:	Headteacher
Governor Committee:	Teaching and Learning
Date approved by the governors:	Summer 2021
Date to be reviewed:	Summer 2024

Introduction

Assessment for Learning (AfL) involves using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this. Our aim is that learners should share responsibility for their learning and that teachers have an obligation to tailor this learning to best suit the needs of individual pupils. The ultimate purpose of AfL is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives.

This policy sets out the strategies that teachers at Rainow Primary School, and in many cases teaching assistants, will use in the AfL process.

Responsibilities

The Governing Body is committed to the importance of effective AfL. It is the responsibility of the Headteacher, supported by the Deputy and teachers, to ensure the implementation of this policy and guidance.

Teachers are required to:

- Provide feedback (written / verbal) to pupils which encourages dialogue and develops their self-assessment skills.
- Share expectations with pupils as learning objectives (often these will be linked to the criteria in the National Curriculum and translated into child-friendly language). These expectations will be reflected in the feedback teachers give.

Characteristics of Assessment for Learning

Effective AfL is a key factor in raising pupils' standards of achievement. Teachers will, where possible:

- share learning goals with pupils
- help pupils to recognise and understand success criteria linked to learning
- provide feedback which leads pupils to identify what they should do next to improve
- have a commitment that every pupil can improve
- work with pupils in reviewing and reflecting on their performance and progress
- involve pupils in self and peer assessment
- adjust teaching to take account of the results of assessment. This will be done by:
 - observation – including listening to how children describe their work and their reasoning
 - questioning - using open questions, phrased to invite pupils to explore their ideas and reasoning
 - setting tasks in a way which requires pupils to use particular skills or apply ideas;
 - asking pupils to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing

Formative and Summative Assessments

We recognise that;

- Assessment **for** learning is **formative** assessment; it is regular and on-going.
- Assessment **of** learning tends to be **summative** and is carried out periodically e.g. at the end of a unit, year or Key Stage. The teacher undertakes this kind of assessment to make a judgement on how well a student is performing. Conclusions are usually reported in terms of grades, marks or stages.

We believe that a system based mainly on formative assessment, but informed by carefully chosen and sensitively administered summative assessment, can provide the most accurate overall picture of children's achievements, progress and, most importantly, identify next steps.

The Assessment Schedule

Formal assessment is a systematic part of our school's work, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and how the school develops a clear understanding of the best ways to raise standards.

Our Assessment Schedule, detailing the assessments (statutory and non-statutory) which each year group is required to undertake, can be found in Appendix 1.

Monitoring

The SLT and teachers monitor and analyse pupils' attainment and targets each term to assess progress. This analysis provides information which contributes to a fuller picture of the child, and helps in the decision-making process for identifying pupils who might need additional or alternative support.

After consultation has taken place, children may be identified as requiring additional support (beyond quality first teaching) or be referred to the SEND register. Children on the SEND register (including the Additional Support Register) may need further diagnostic assessments and supplementary standardised testing in order to glean extra information for how to support them in the most effective way.

Results of all assessments outlined on the schedule, including end of Key Stage SATs results, are recorded. The class teacher, Special Educational Needs Coordinator and Senior Leadership Team all have access to these results.

This Policy should read alongside the following policies:

Feedback and Marking Policy
Teaching and Learning Policy
Curriculum Subject Statements
Early Years Policy

APPENDIX 1

RAINOW SCHOOL ASSESSMENT SCHEDULE

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	7 areas of learning and dev.	<div style="background-color: yellow; padding: 5px; display: inline-block;">FOUNDATION PROFILE</div> Reception Baseline Assessment (Aut 1) Ongoing observation and assessment throughout the year, using Tapestry (Assessed and data inputted in to e-profile or equivalent in Sep, Dec, Mar and June)					
		Reading	PM Benchmarking	PM Benchmarking *PIRA	PM Benchmarking	PM Benchmarking *PIRA	PM Benchmarking
1	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books
	EPGS	Baseline phonics assessment 1 st 100 Frequency words	Next 200 Frequency Words Phonics tracking assessment Y1 Word List	Next 200 Frequency Words Phonics tracking assessment Y1 Word List	Next 200 Frequency Words Phonics tracking assessment Y1 Word List	Next 200 Frequency Words Phonics tracking assessment Y1 Word List	Next 200 Frequency Words Phonics Screening Test Y1 Word List
	Maths	'I Can' mental arithmetic	White Rose	'I Can' mental arithmetic	White Rose		White Rose NFER Maths
	Science	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of year assessment
	Other		End of unit assessments		End of unit assessments		End of unit assessments

Statutory

Non-statutory

*PM Benchmarking will be used for children who have not yet reached ARE and not able to access the PIRA.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	Reading	PM Benchmarking	PM Benchmarking *PIRA	PM Benchmarking	PM Benchmarking *PIRA	PM Benchmarking Y2 SATS	PM Benchmarking
	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books to inform Y2 SATS (TA)	Writing in books
	EPGS	Check 200 H.Frequency Words Check Y1 Word List Y2 Word List	Phonics tracking assessment Y2 Word List Rising Star EPGS test	Phonics tracking assessment	Phonics tracking assessment Y2 Word List Rising Star EPGS test	Phonics tracking assessment Y2 Phonics Screening Retakes Y2 EPGS Optional Test	Phonics tracking assessment Y2 Word List
	Maths	'I Can' mental arithmetic	White Rose	'I Can' mental arithmetic	White Rose	Y2 SATS - Arithmetic Y2 SATS - Reasoning	
	Science	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments
	Other		End of unit assessments		End of unit assessments		End of unit assessments

Statutory

Non-statutory

*PM Benchmarking, or a PIRA test taken from a lower age group, will be used for children who have not yet reached ARE and not able to access their age-appropriate PIRA.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	*Reading	PM Benchmarking	PM Benchmarking *PIRA	PM Benchmarking	PM Benchmarking *PIRA	PM Benchmarking	PM Benchmarking *PIRA
	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books
	EPGS	Check 200 H.Frequency Words Check Y2 Word List Y3 Word List	Y3 Word List Rising Stars EPGS test		Y3 Word List Rising Stars EPGS test		Y3 Word List Rising Stars EPGS test
	Maths	'I Can' mental arithmetic	White Rose	'I Can' mental arithmetic	White Rose		White Rose NFER Maths
	Science	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments
	Other		End of unit assessments		End of unit assessments		End of unit assessments

Statutory

Non-statutory

*PM Benchmarking, or a PIRA test taken from a lower age group, will be used for children who have not yet reached ARE and not able to access their age-appropriate PIRA.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	*Reading		*PIRA		*PIRA		*PIRA
	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books
	EPGS	Check 200 H.Frequency Check Y3 Word List Y4 Word List	Y4 Word List Rising Stars EPGS test		Y4 Word List Rising Stars EPGS test	Y4 Word List	Y4 Word List Rising Stars EPGS test
	Maths	'I Can' mental arithmetic	White Rose	'I Can' mental arithmetic	White Rose		White Rose NFER Maths Multiplication Tables Check
	Science	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments
	Other		End of unit assessments		End of unit assessments		End of unit assessments

Statutory

Non-statutory

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	*Reading		*PIRA		*PIRA		*PIRA
	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books
	EPGS	Check Y4 Word List Year 5 Word List Rising Stars EPGS test	Y5 Word List Rising Stars EPGS test	Y5 Word List	Y5 Word List Rising Stars EPGS test	Y5 Word List	Y5 Word List Rising Stars EPGS test
	Maths	'I Can' mental arithmetic	White Rose	'I Can' mental arithmetic	White Rose		White Rose NFER Maths
	Science	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments
	Other		End of unit assessments		End of unit assessments		End of unit assessments

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	*Reading		*PIRA	SATS past papers	*PIRA SATS past papers	SATS	
	Writing	Writing in books	Writing in books	Writing in books	Writing in books	Writing in books to inform SATS (TA)	Writing in books
	EPGS	Check Y5 Word List Year 6 Word List Rising Stars EPGS test	Y6 Word List Rising Stars EPGS test	Y6 Word List SATS past papers	Y6 Word List SATS past papers	Y6 Word List SATS	
	Maths	'I Can' mental arithmetic	White Rose	'I Can' mental arithmetic SATS past papers	White Rose SATS past papers	SATS	
	Science	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments	End of unit assessments Science TA	End of unit assessments
	Other		End of unit assessments		End of unit assessments		End of unit assessments

Statutory

Non-statutory

*PM Benchmarking, or a PIRA test taken from a lower age group, will be used for children who have not yet reached ARE and not able to access their age-appropriate PIRA.