



# Edale Rise - Assessment Policy

This assessment policy should be read in conjunction with the school's feedback policy, which details the day-to-day formative assessment practices undertaken at Edale Rise. This policy outlines the assessment cycle of an academic year at Edale Rise.

The purpose of assessment at Edale is to ensure that each child makes good progress during their time at Edale. Where children are not making good progress this assessment policy allows staff and senior leaders to intervene quickly.

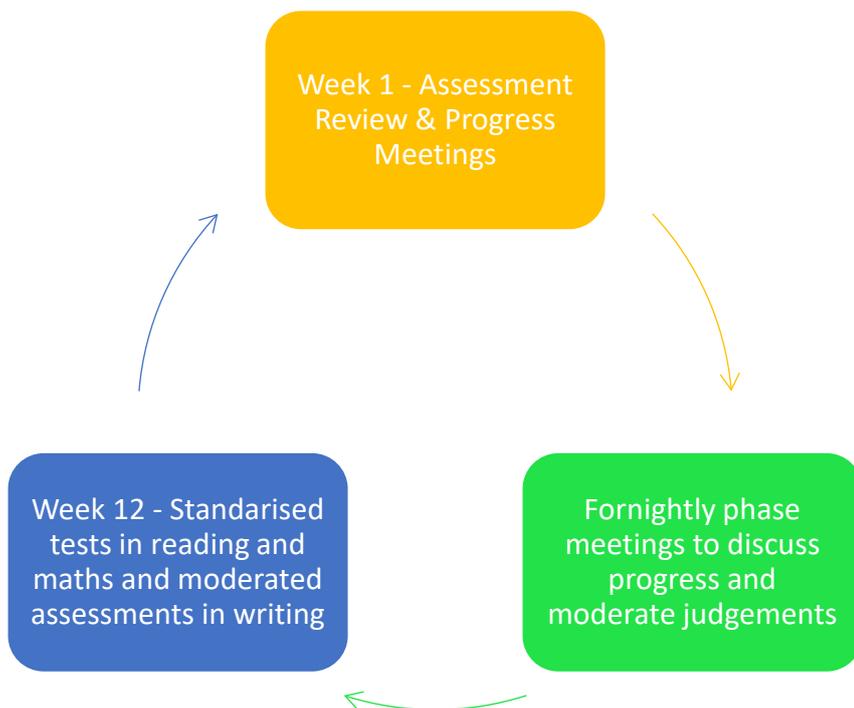
## **Reading and Maths**

In years 1-6 we use standardised assessments in reading and maths at the end of each term in line with Transform Trust assessment policy. These tests provide a robust and reliable figure of a child's attainment in these subjects and allow staff to track trends, assign support and make comparisons with other schools.

## **Writing**

Teachers assess writing using the Transform Trust Standards for Writing and the PRIME ED Teacher's Moderation Toolkit. Teachers moderate each other's judgements in fortnightly phase meetings. A whole school moderation even is also held towards the end of every term to allow staff to compare the standard of writing across phases. These judgements are also moderated by the Assessment Lead and English Lead.

## 12 Week Assessment Cycle



### Week 1 – Assessment Review and Pupil Progress Meetings

The Assessment Lead analyses data across the school at the end of each 12-week term. Groups are analysed to identify any developing trends and individual assessments are analysed to ensure individual children are making good progress. Week 1 of each term there is a meeting with the Deputy Head, the SENCO and each class teacher to discuss pupil progress in their class. Any issues are discussed and interventions or adaptations to instruction are agreed upon and documented. These documents are discussed at fortnightly phase meetings to monitor their effectiveness.

### Week 12 – Standardised Assessments in Reading and Maths and Moderated Assessments in Writing

By Week 12, children will have taken standardised tests in reading and maths and staff will have moderated writing judgements within and across phases. This data is analysed by the Assessment Lead which then informs the pupil progress meetings in the first week of the next term. In reading, writing and maths children are assessed as one of the standards below in each subject.

- **Below the Standard (B)**
  - The child is not working on objectives related to their year group. The SENCO and Deputy Head will track these children separately to measure progress and inform provision.
- **Working Towards the Standard (WTS)**
  - The child is working on objectives related to their year group but has not yet secured the standard
- **At the Expected Standard (EXS)**
  - The child has secured the expected standard for their year group
- **Greater Depth in the Standard (GDS)**
  - The child has secured a greater depth in the standard for their year group

## Assessment in EYFS

In the Early Years Foundation Stage, a variety of assessments are completed in order to gain a working knowledge of each child, cater for their individual needs and highlight the progress they make. All children are assessed against the Early Excellence Baseline in the first 6 week of the year.

- On entry, staff observe the children during child initiated and adult directed activities. These observations, as well as information gained from parents, help to form the baseline assessment for each child. Baseline assessments are completed within the first few weeks of the child starting school and are uploaded onto SIMS so that progress can be monitored. The children are assessed using the Local Authority's 'Tracking and Transition' document.
- Teachers complete the Tracking and Transition document for all children termly at the half term point. Following internal moderation, this information is uploaded onto SIMS.
- At the end of the academic year when a child turns 5, teachers complete the Early Years Foundation Stage Profile (EYFSP). Each child is assessed against the 17 Early Learning Goals (ELGs) and is judged to be at one of the following levels: emerging, expected or exceeding.
- The EYFSP results together with the Tracking and Transition document are used to support the Year One teacher to provide an effective and appropriate curriculum for each child
- Staff report on the 'Characteristics of Effective Learning' for each child through the school reports and during transition meetings.
- All of these documents are used to inform staff of each child's education needs and helps with differentiating tasks for different ability levels.
- Termly Class Conferences where the Head Teacher and key staff discuss and identify individual needs of all pupils. Small groups with similar needs are then given extra support.
- Staff complete ongoing assessments that are more closely linked to daily learning and teaching. Assessment grids are filled in on key learning areas to assess a child's level of development. They are then used to inform future teaching of the same key skill. These are completed using a traffic light system and usually include an extension activity for more able children. On a more informal level, staff discuss children's needs and future action with colleagues and parents.
- Twice yearly assessments of EAL children
- Children in FII are set Literacy and Numeracy targets where appropriate. They are shared with parents and reviewed termly, or when a child has achieved them.

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