

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.

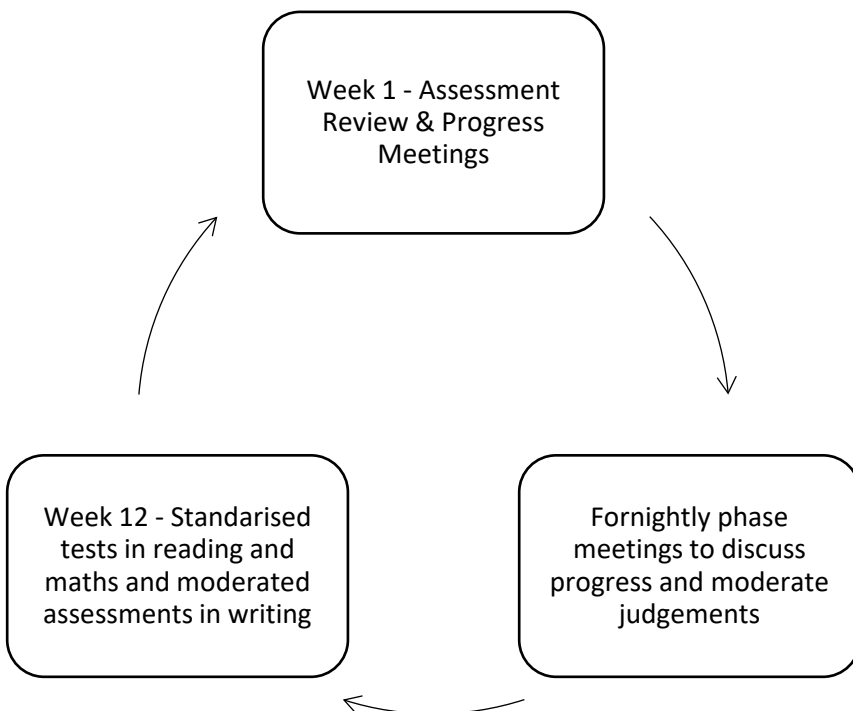
Reading and Maths

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 others schools.

Writing

Teachers assess writing using the Transforms 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 class teacher and Assessment Lead 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 across the curriculum

Science and the foundation subjects are continually assessed at Edale throughout a teaching sequence. This allows for teachers to respond to the learners in their classroom and adapt their teaching accordingly. It also allows subject leaders to assess the impact of their subject's curriculum's implementation across school.

Each subject is formally assessed twice a year (at the end of spring 1 and then again at the end of summer 2). Teachers assess in each subject whether a child is:

- 'Requires Challenge' – The child is secure in the objectives for the subject and could benefit from additional challenge
- 'Secure in the Curriculum' – The child is secure in the objectives for the subject
- 'Requires Support' – The child is not secure in some aspects of the subject and requires support

These judgements help teachers plan for support and challenge so that all children secure the objectives of the curriculum and achieve their potential. To make these judgements, teachers triangulate a collection of evidence utilising their formative and summative assessments. The table below shows how each subject is assessed across the curriculum.

Subject Discipline(s)	Responsive Teaching <i>(used to assess both declarative and procedural knowledge throughout a sequence of learning)</i>	Summative/End of Unit (per subject discipline)
Science	<ul style="list-style-type: none"> • Mini quizzes • Questioning • Working scientifically experiments • Work examples • Retrieval practice tasks • Concept maps 	End of Unit Quiz and End of Unit Outcome
History & Geography	<ul style="list-style-type: none"> • Mini quizzes • Questioning • Work examples • Retrieval practice • Observations 	End of Unit Quiz and End of Unit Outcome
RE, French, PSHE	<ul style="list-style-type: none"> • Mini quizzes • Questioning 	End of Unit Quiz and/or End of Unit Outcome

	<ul style="list-style-type: none"> • Work examples • Retrieval practice • Observations 	
Art, DT, music, PE, IT	<ul style="list-style-type: none"> • Observations • Questioning • Mini quizzes • Work examples • Retrieval practice 	Relevant appropriate outcome linked to discipline e.g. <i>composition in music, performance in PE</i>

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.

- On entry, staff observe the children during child initiated and adult directed activities. These observations, as well as information gained from parents and previous settings, help to form the baseline assessment for each child. Baseline assessments are completed within the first few weeks of the child starting school.
- All children in F2 will complete the Reception Baseline Assessment (RBA) before week 6 of Autumn term.
- Staff use the EYFS Development Matters Guidance (DfE, 2021) in order to assess whether children are developing at the expected level, working towards expected or below the expected level for their age.
- All staff complete daily incidental observations of children during the wide variety of interactions they have with them, both child-led and adult-led. Each child will also have a focused timed observation a minimum of twice yearly.
- Observations are shared with parents regularly through the 'Evidence Me' portal and parents are invited to share observations from home also in order to build a holistic picture of the children's development over the year.
- The information gained from these methods of assessment provides staff with a comprehensive knowledge of what the children know and can do and is used to inform planning for individual children's next steps.
- At the end of reception, teachers complete the Early Years Foundation Stage Profile (EYFSP). Each child is assessed against the 17 Early Learning Goals (ELGs) and is assessed as either emerging or expected.
- The EYFSP results together with the Development Matters assessments 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.