Rationale
At Rosemary Works School we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives
The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows the senior leadership team and Board of Directors understanding about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards.

Types of assessment
At Rosemary Works School, we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.
Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:
- identify attainment through one-off standardised tests at any given point in time

- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage assessment data against which the school will be judged
- ensure assessments at the end of EYFS, KS1 and KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

Planning for assessment

- The National Curriculum Programmes of Study and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

How we assess

Every child will be assessed from entry into Rosemary Works School. Assessment enables the School to track pupils progress, ensures pupils make good progress and identifies the needs of individuals through regular monitoring.

How do we assess in the EYFS?

"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.
Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals." (Statutory Framework for the EYFS – March 2014)

As a school we have made a committed investment to iPads. All teachers (and TAs in the EYFS) in school received their own iPad to use with their class. They EYFS use Tapestry to make formal observations of children. This information is used to assess children, share with parents and create end of term assessments (including baseline assessments).

We undertake termly progress tracking records under the Early Learning Goals. Initially an 'on-entry' assessment is made, followed by one in March/April and one in July. This information, at these stages is shared with the parents in the form of a report that Tapestry software generates for them to view.

At all stages, if children demonstrate any concern in terms of developmental concerns or behavioural issues, they are assessed under the terms of the SEND policy.

In addition to the EYFS Early Learning Goals, children learn phonics using Read, Write, Inc. and assessment of this is carried out on a regular basis in order to suitably challenge individuals.

Learning Journeys are scrap books with exemplar pieces of work mainly done independently by the children. These are completed with the children. They provide key evidence in support of the profile points, which provides a record of attainment for each child.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use tracking grids based on age-related expectations found in the National Curriculum.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- A variety of tests may be used from time to time as part of the assessment process to identify progress and gaps in learning.
- Electronic assessment folders contain a record of the progress made by children throughout their time at Rosemary Works School.
- The SEND Register and Focus Children ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Cumulative Pupil Progress Profiles are kept for each class to record progress, identify under-achieving pupils and set targets, in reading, writing and maths for individual pupils and groups.
- Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts.
- Phonics recognition will be undertaken regularly and in accordance with the needs of the individual child.

Assessment Methods/Materials:
Teachers use a range of assessment tools and materials (including analysis of children's work in books, reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of tests are used to inform teacher assessments against assessment focuses using the tracking grids for reading, writing and maths.

Moderation
Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet together with the head teacher to analyse children's work against National Curriculum level descriptors or Early Years Foundation Stage Profile (EYFSP). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority (EY Profile) moderation.

Review
This policy is subject to annual review. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new targets set.

In order to carry out this evaluation, the head teacher will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy.

Marking Guidance

The guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focused marking as the principle method for providing feedback to children in order to raise standards of attainment.

Formative Assessment and Focused Marking

Formative assessment is based on the principle that in order to make good progress, pupils need to be clear about the next steps in learning.

Teachers use focused marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

Frequency of Marking
At least once a week, teachers should write a comment and next step target on the children's work in literacy and maths.

The school recognises that often the best way to communicate next steps is through verbal feedback given directly to the child by the teacher; however a record of this should be made in the pupil's book, along with the next step.

Children should be given the opportunity to look at and respond to the teacher's comments in an-age-appropriate way.

Writing
Focused marking of children's writing should relate to either the specific learning objective (communicated through 'I can…' statements), or the next step target for each child.

Teachers should not correct every mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to three spelling errors may be corrected provided children are given an opportunity to practise them.

Maths
The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to assess the steps needed to enable them to make further progress. It is often only necessary for the teacher to mark some of the calculations on a page in order to judge whether the child has understood the concept.

Test Marking
The school acknowledges that there is a role for testing; however teachers should ensure that test results are fed back to children individually and sensitively. Teachers are however encouraged to provide information to children on whether the mark achieved is an improvement on previous attainment.

Self Assessment

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- peer marking against the learning objective (assessing and/or marking another child's work)
- self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- VCOP: (using a colour-coded highlighting system to assess their work - **v**ocabulary; **c**onnectives; **o**peners; **p**unctuation)
- Highlighting and annotating own or a peers work to demonstrate appropriate use of text features

Assessment materials, tools and tests

Reading	• Focused marking • Pupil observations • Book/work scrutiny • Phonics assessment materials (Read, Write, Inc.) • Optional QCA tests (Years 3-5) • Teacher planned comprehension tests/activities
Writing	• Focused marking • Pupil observations • Book/work scrutiny • Writing samples (independent where possible) • Phonics assessment (spelling of high frequency words; Best Bet assessment activities; observation of spelling of graphemes/alternative graphemes) • Optional QCA tests (Years 3-5) • Results of class tests (e.g. weekly spelling tests)
Maths	• Focused marking • Pupil observations • Book/work scrutiny • Results of class tests (e.g. tables tests) • Optional QCA tests (Years 3-5) • Wigan unit tests/ end of year tests

School Assessment Schedule

Autumn 1	• On entry data for Foundation Stage Profile in Nursery and Reception • Analyse SATs results • Class profiles updated and end of year targets set • Parents' Consultation Meetings • Assessment moderation meetings • Class assessment folder updated (on-going)
Autumn 2	• Class profiles updated • Pupil Progress Reviews • SEN intervention trackers reviewed • Individual and class intervention trackers produced • Assessment moderation meetings • Class assessment folder updated (on-going)
Spring 1	• Parents' Consultation Meetings • Assessment moderation meetings • Class profiles updated • Class assessment folder updated (on-going)

Spring 2	• Class profiles updated • SEN intervention trackers reviewed • Individual and class intervention trackers produced **(Mid Year Summaries)** • Phase group assessment moderation meetings • SEN Reviews • Class assessment folder updated (on-going)
Summer 1	• Assessment moderation meetings • Class assessment folder updated (on-going)
Summer 2	• Class profiles updated • End of year reports produced • Prepare class hand-over folders • SEN intervention trackers reviewed • Individual and class intervention trackers produced • Report EYFSP to Local Authority • Annual reports sent to parents • End of year Parent Transition Meetings • Class assessment folder updated in preparation for class handover meeting (on-going) • Class handover meetings (current teacher meets receiving teacher to share information

January 2018