



School Assessment Procedures

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We believe that every learner is at the heart of assessment and that good assessment should:

- * Develop successful learners.
- * Recognise strengths and areas for development as well as clearly identifying ways for the learner to progress.
- * Reflects the learners needs and bring about attainment and progress

Throughout their time at Ringway, children are assessed and their progress is monitored. The level of ability in each subject area is recorded and rate of progress is tracked. Targets for improvement are shared with children and parents which provide children with opportunities to track their own learning progress, empowering them to succeed.

Formative Assessment

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

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 test data against which the school will be judged
- ensure statutory 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

Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.

Teachers report pupils' progress to parents, three times per year.

Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations.

Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at a particular risk in this school are making progress and that all pupils are suitably stretched and challenged.

Statutory Assessments

Year Group	Statutory Assessment
Playgroup	2 Year Check - completed 6 weeks after the child starts playgroup
Reception	Reception Baseline Assessment - Autumn Term Early Years Profile - Summer Term
Year 1	Phonics Screening Check - Summer Term
Year 4	Multiplication Check - Summer Term
Year 6	KS2 SATs tests - (May)

Non- statutory Assessments

Year Group	Assessment	When? How often?
Nursery	<ul style="list-style-type: none"> Speech and Language screening RWI/Launchpad assessment 	<ul style="list-style-type: none"> When child starts Nursery At the beginning and end of each half-term to track progress
Reception	<ul style="list-style-type: none"> Read, Write, Inc. assessment EY profile 	<ul style="list-style-type: none"> Every half-term Progress tracked across the school year
Year 1	<ul style="list-style-type: none"> End of Unit Assessment - White Rose Maths Read, Write Inc. assessment 	<ul style="list-style-type: none"> At the end of each unit of work (typically between 2-4 weeks) Every half-term
Year 2	<ul style="list-style-type: none"> Testbase assessments - Reading, Spelling, Punctuation & Grammar and Maths. End of Unit Assessment - 	<ul style="list-style-type: none"> 3 times per year: Autumn/Spring/Summer term At the end of each unit of work (typically between 2-4 weeks)

	White Rose Maths <ul style="list-style-type: none"> Read, Write Inc assessment 	<ul style="list-style-type: none"> Every half-term
Year 3	<ul style="list-style-type: none"> Testbase assessments - Reading, Spelling, Punctuation & Grammar and Maths. End of Unit Assessment - White Rose Maths 	<ul style="list-style-type: none"> 3 times per year: Autumn/Spring/Summer term At the end of each unit of work (typically between 2-4 weeks)
Year 4	<ul style="list-style-type: none"> Testbase assessments - Reading, Spelling, Punctuation & Grammar and Maths. End of Unit Assessment - White Rose Maths 	<ul style="list-style-type: none"> 3 times per year: Autumn/Spring/Summer term At the end of each unit of work (typically between 2-4 weeks)
Year 5	<ul style="list-style-type: none"> Testbase assessments - Reading, Spelling, Punctuation & Grammar and Maths. End of Unit Assessment - White Rose Maths 	<ul style="list-style-type: none"> 3 times per year: Autumn/Spring/Summer term At the end of each unit of work (typically between 2-4 weeks)
Year 6	<ul style="list-style-type: none"> End of Unit Assessment - White Rose Maths 	<ul style="list-style-type: none"> At the end of each unit of work (typically between 2-4 weeks)

Assessment Definitions

Emerging – Beginning to develop a basic understanding of the objectives that have been taught.

Developing – Pupils show increased understanding of the subject objectives that have been taught with some inconsistencies. Pupils are improving understanding by expanding and defining their knowledge.

Secure- Understanding of the objectives that have been taught and consistently apply independently.

Greater Depth – With appropriate opportunities of the objectives that have been taught, pupils can deepen their understanding, broaden their knowledge and make connections and apply their learning in alternative and unique contexts independently.