

Ryedene Primary and Nursery School



Assessment Policy

Policy Written	May 2025
Next review	May 2027



" When teachers do formative assessment effectively, students learn at roughly double the rate than they do without it"

Dylan Williams

At Ryedene Primary and Nursery School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

Aims

- To gather information about the performance of individual pupils, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow pupils to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- To ensure that the positive achievements of a child are recognised, and the next steps are planned accordingly
- To ensure that barriers to learning can be identified quickly and appropriate intervention and support is given
- To systematically record the overall achievements of all pupils
- To ensure that the legal requirements for record-keeping, assessing and reporting are met

All the above will ensure that the school operates a rigorous system for assessment, where a wide range of factors are triangulated in order to ensure the highest standards possible for all pupils.

In addition, assessment supports teachers, the Senior Leadership Team and Governors in monitoring the effectiveness of teaching and learning.

Effective Assessment at Ryedene Primary and Nursery School will:

- Raise standards of attainment and behaviour
- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning process and the steps to improvement
- Guide and support the teacher as planner, provider, facilitator and evaluator
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Draw upon as wide a range of evidence as possible using a variety of assessment activities
- Track pupil performance and identify swiftly those pupils at risk of underachievement
- Provide information which can be used by teachers and the Senior Leadership Team as they plan for individual pupil, groups and cohorts
- Provide information which can be used by parents or carers to understand their child's strengths, areas for development and progress
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance

Key roles and responsibilities

- The governing body has overall responsibility for the implementation of the Assessment Policy and procedures.
- The governing body has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- The headteacher is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.
- The Assessment Leader is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing Individual targets for all pupils, and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.
- The School Inclusion Lead (IL) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools and reviewing EHCPs.
- Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to PLPs (Personalised Learning Plans).
- All staff, including teachers, support staff and volunteers, are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is

implemented fairly and consistently, and for sharing relevant information with the IL and Headteacher.

- Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

Key features of Assessment

Formative

Assessment for learning focuses on how pupils learn and is central to classroom practice and planning. Learning Objectives and success criteria are shared and often generated with pupils, and teachers discuss with pupils how these outcomes can be achieved. Assessment for learning takes place daily and is integral to effective teaching and learning.

Summative

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of the first half term, followed by assessments the end of every term (there are four data drops in one academic year).

Transitional

This is the formal recognition of achievement:

- Completion of Early Years Foundation Stage Baseline test on entry to Reception
- Key Stage 1 (optional) and Key Stage 2 national tests
- End of year reports

Management Information Systems

At Ryedene Primary and Nursery School we use Insight Tracking to record and track pupil progress in all year groups. Teacher assessments are recorded at the end of each Assessment Point. Pupil progress is monitored each term via Pupil Progress meeting with class teachers and a member of SLT.

Pupil Progress meetings

The class teacher meets with relevant members of the Senior Leadership Team after analysis of the data after each data drop (four times a year).

The progress of individuals and specific groups of pupils is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised, and intervention groups planned. Trends across cohorts, focus groups, key stages and subject areas are collated and actioned as necessary. It may be deemed necessary for the Inclusion Lead and/or Learning Mentor to be invited to these meetings.

Pupil Profiles and One Plans may also brought to these meetings to ensure that all groups of pupils with SEND are provided with the necessary interventions, and evaluate the impact of these interventions.

Tracking of groups

All pupils are tracked throughout the year and are discussed at Pupil Progress meetings, as focus groups:-

- Boys
- Girls
- Pupil Premium (Disadvantaged Pupils) and Free School Meals
- Persistent Absentees
- Special Educational Needs and Disabilities
- English as an Additional Language
- Able, Gifted & Talented

Attainment and progress expectations

All year groups are following the National Curriculum. It is important to appreciate that this is far more challenging than the 'old' National Curriculum and pupils will need to acquire more knowledge and skills to be working at the **expected standard** by the end of the academic year.

It is our aim that every child will reach the expected standards by the end of each academic year, with many pupils having the time and opportunity to work in **greater depth** and breadth.

Average Points Scores (APS) are no longer applicable. Instead, we are using the Insight Six Point System:

Expected Attainment Levels

	Autumn 1 At expected	Autumn 2 At expected	Spring 1 At expected	Spring 2 At expected	Summer 1 At expected	Summer 2 At expected
Nursery	Pre 3 s+	Nur b	Nur b+	Nur w	Nur w+	Nur s
EYFS	Nur s+	Rec b	Rec b+	Rec w	Rec w+	Rec s
Year 1	PK4	1b	1b+	1w	1w+	1s
Year 2	1s+	2b	2b+	2w	2w+	2s
Year 3	2s+	3b	3b+	3w	3w+	3s
Year 4	3s+	4b	4b+	4w	4w+	4s
Year 5	4s+	5b	5b+	5w	5w+	5s
Year 6	5s+	6b	6b+	6w	6w+	6s

(It is expected that each child will make at least 6 steps progress a year).

**** Data drops at the end of each term***

At the start of each academic year, every teacher uses their professional knowledge and judgement teachers will know what the pupils can already do and what they think the

pupils can achieve. They will then give a forecast as to where they think a child will be by the end of the Year. So, for example, a Year 3 child could be given a forecast of 3B, 3W or 3S.

Teachers will update Insight at every data drop, including scores from summative assessments, to show progress in Reading, Writing & Maths.

SEND

We at Ryedene recognise the fact that some of our pupils with Special Educational Needs and Disabilities (SEND) may not be accessing the National Curriculum. Progress of these groups of pupils are measured by performance attainment targets Pre Key Stage Standard (Appendix I).

Assessment of Foundation Subjects

Foundation subjects are also assessed against National Curriculum expectations, using the same scale as Core Subjects. These are inputted onto Insight each term. These will be analysed by Subject Leaders to assess how well each Year Group is achieving expectations.

Reporting

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. Parents are encouraged to contact school if they have any concern about any aspect of their child's work.

Twice yearly we offer parents and carers the opportunity to meet their child's teacher formally.

Teachers are also available daily after school and the Headteacher is always available to discuss pupils' progress by appointment. In this way, there are ongoing opportunities to discuss pupil's progress throughout the year.

During the Spring term we provide all parents and carers with a written report detailing their child's progress and achievements during the year. In this report we also identify future targets for learning for the next school term. We assess all areas of learning and comment on attitude to learning in all subject areas. We also comment on pupil's social and emotional development, behaviour and attendance. We provide opportunities for parental feedback on the report. (Appendix II and III).

In reports we provide details of the ARE achieved in national tests for Year 6 pupils, in non-statutory tests for years 3-5 and teacher level assessments for Year 1 and 2. These are sent home after we have verified the Year 6 results.

The foundation stage profile reports are shared with parents and they form the end of year report for foundation stage pupils.

Feedback

We believe that feedback to pupils is very important as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed feedback and marking policy as this ensures that we all mark to consistent principles.

We give pupil's verbal feedback on their work wherever possible. We usually do this when the pupils are working during the lesson although we sometimes give feedback on a lesson at the beginning of the next lesson.

We also give written comments to pupils as appropriate. These comments are structured to ensure that pupil's learning moves on from the task set and helps adults to assess pupil's learning and plan for next steps. When we give written feedback to a child, we ensure that it relates clearly to the learning objective and is age appropriate.

If the work shows the objective has not been met, we clearly identify the steps needed to achieve the objective and support the child in doing so. Please see feedback and marking policy for further information.

Response time is built into lessons where appropriate to allow the pupils to reflect on comments made about work and to give them time to respond to suggestions made.

Monitoring and Review

The application of this Assessment policy will be monitored by the Senior Leadership Team, Headteacher and Assessment Lead .

Policy reviewed: Summer 2025

Next review: Summer 2027

Ryedene Primary and Nursery School



Appendices

Appendix I: Pre- Key Stage 1 and Pre- Key Stage Standards

Appendix II: Example of Annual Report

Appendix III: Example of Interim report Snapshot

Appendix IV: End of Year Summative Report

Appendix I: Pre key stage Standards

To find full versions and statements please visit

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

Appendix II: Example Annual report



Ryedene Primary School and Nursery
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Annual Report & Summer Term Targets
2022 - 2023



Name: Year: Class: April 2023

Attendance:	%	Lateness:	minutes
Authorised absence:	(1 = $\frac{1}{2}$ Day)	Unauthorised absence:	(1 = $\frac{1}{2}$ Day)

National Curriculum: Core Subjects

English	Attainment* Band/Step			Year Group Expectation Currently Working...		Effort	
	On Entry to Year 6	Second-Half Spring Term	National Average			Classwork	Homework
Reading	5w	6w+	6w	✓	Above	B	D
					In-Line		
					Below		
Writing	5w	6w	6w	✓	In-Line	B	D
					Below		
Grammar, Punctuation & Spelling				✓	Above	B	D
					In-Line		
					Below		
General Comments*	Arial 10, black, 6 or 7 lines						

Progress Towards Achieving Spring Term 2023 Reading Target

⇒

Summer Term Reading Target	⊙ To
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Progress Towards Achieving Spring Term 2023 Writing Target

⇒

Summer Term Writing Target	⊙ To
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Mathematics	Attainment: Band/Step			Year Group Expectation Currently Working...		Effort		
	On Entry to Year 6	Second-Half Spring Term	National Average			Mental Skills	Problem Solving	Homework
Maths	5w	6w	6w		Above	C	C	D
				✓	In-Line			
					Below			
General Comments:	Arial 10, black, 6 or 7 lines							

Progress Towards Achieving Spring Term 2023 Maths Target

⇒

Summer Term Maths Target	⊙ To
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Core Subjects:				
Subject	Attainment: Band/Step	Year Group Expectation Currently Working...	Effort	Target
Science	6w	✓	Above	
			In-Line	
			Below	
			C	⊙ To

Foundation Subjects			
Subject		Year Group Expectation Currently Working...	Effort
Computing		Above	C
	✓	In-Line	
		Below	
Design & Technology		Above	C
	✓	In-Line	
		Below	
Humanities History & Geography		Above	C
	✓	In-Line	
		Below	
Music		Above	C
		In-Line	
	✓	Below	

Foundation Subjects			
Subject		Year Group Expectation Currently Working...	Effort
Religious Education		Above	C
	✓	In-Line	
		Below	
Art		Above	C
	✓	In-Line	
		Below	
PE		Above	C
		In-Line	
	✓	Below	
Foreign Language French		Above	C
	✓	In-Line	
		Below	

Class Teacher's Personal and Social Development Comments

Arial 10, black, 12 – 15 lines, comment on social, emotional, core subjects, clubs, extracurricular participation, parts in the shows etc...

Head Teacher's Summary Comments



Signature:

Ms - Class Teacher

Signature: 

Mr A. Toomer - Head of School

If you wish to discuss any aspect of this report, please contact the appropriate teacher.



Appendix III: Interim Snapshots for parents

Ryedene, Off Clover Way,
Vange, Basildon, Essex. SS16 4SY

Telephone: 01268 559291 www.ryedene.essex.sch.uk

Head of School:

Mr A. Toomer



Pupil 'Snapshot' Summary for Parents

Autumn Term 2022

Name:

Year

	<u>Reading Target</u> to be achieved by Spring half term. •
	<u>Writing Target</u> to be achieved by Spring half term. •
	<u>Maths Target</u> to be achieved by Spring half term •

- Class Teacher

Appendix IV: End of Year Summative Report Foundation Stage



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Foundation Stage Summary Report July 2025

Rennie Ryedene

Year R, Oak Class

I would just like to say...
Comic Sans 11

Breakdown of progress by ELG (Early Learning Goals) against end of Foundation Stage expectations

Area of Learning	ELG	Aspect	Emerging (Below)	Expected (In-Line)	Exceeding (Above)
Communication & Language 	1	Listening & Attention			✓
	2	Understanding			✓
	3	Speaking			✓
Physical Development 	4	Moving & Handling			✓
	5	Health & Self-Care			✓
Personal, Social & Emotional Development 	6	Self-Confidence & Self-Awareness			✓
	7	Managing Feelings & Behaviour			✓
	8	Making Relationships			✓
Literacy 	9	Reading			✓
	10	Writing	✓		
Mathematics 	11	Numbers		✓	
	12	Shape, Space & Measure		✓	
Understanding the World 	13	People & Communities		✓	
	14	The World		✓	
	15	Technology			✓
Expressive Arts & Design 	16	Exploring & Using Media & Materials			✓
	17	Being Imaginative			✓



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End of Year Assessment Report 2024 - 2025

Ronnie Ryedene

Year 3, Larch Class

Reading	Writing	Maths	Science
On Entry to Year 3	On Entry to Year 3	On Entry to Year 3	On Entry to Year 3
2s	2w	2s	2s
End of Summer Term	End of Summer Term	End of Summer Term	End of Summer Term
3s	3s	3s+	3s

Reading	Writing	Maths	Science
☐ Above Year Group Expectation	☐ Above Year Group Expectation	☒ Above Year Group Expectation	☐ Above Year Group Expectation
☒ In-Line With Year Group Expectation	☒ In-Line With Year Group Expectation	☐ In-Line With Year Group Expectation	☒ In-Line With Year Group Expectation
☐ Below Year Group Expectation	☐ Below Year Group Expectation	☐ Below Year Group Expectation	☐ Below Year Group Expectation

National Curriculum Assessment Band / Steps

For Year Three, pupils are working within Band 3. This band is further split into 6 steps:

Band steps:	Explanation:
beginning (b)	Pupil learning is mainly focussed on the criteria for the band. There may be minimal elements of the previous band to gain complete confidence in.
beginning + (b+)	
working within (w)	Pupil learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved.
working within + (w+)	
secure (s)	Broad expectations for the band have been met. In order to be at national expectations a pupil should be secure (s) within their Year Group 'band' by the end of the academic year.
secure + (s+)	

Comic sans 10

Signature:
(Class Teacher)