

# Rush Common School Professional Practice Document (“PPD”)

## Assessment



Assessment is a process of gathering information, which enables us to ascertain children's understanding and progress and plan for their future needs. The common standard criteria (i.e. expectations) for assessment has been established through the National Curriculum and Early Years Foundation Stage (EYFS) Framework. It is against these standards that children's understanding is measured from the assessment information gathered. The process of assessment therefore enables us to plan for the needs of all pupils and ensure accelerated progress from their starting points. Monitoring and assessment of children with Special Educational Needs follows the requirements of the SEN Code of Practice.

### 1. Purpose – to ensure that all pupils reach their full learning potential by

- improving the quality of teaching and learning
- clarifying the links between curriculum and assessment
- identifying gaps in children's learning
- planning next steps
- ensuring consistency of approach in assessment and record keeping procedures
- ensuring our assessment arrangements are in line with the National Curriculum and EYFS Framework to ensure that all pupils reach their full potential

### 2. Objectives

- to plan for and assess learning outcomes to inform future teaching
- to diagnose difficulties or gaps in learning in order to provide intervention strategies
- to identify more-able children and to plan for their needs to ensure opportunities for greater depth of learning
- to give positive feedback to the learner with clear next steps
- to encourage the skills of self and peer assessment
- to keep records of attainment that will inform the reporting process to parents
- to use validated performance information to assist with target setting and to raise expectations and standards
- to ensure consistency and the standardised agreement of work collated by teachers through moderation
- to make realistic predictions and set targets to work towards
- to analyse performance of groups of pupils and ensure appropriate intervention is taken when needed
- to liaise with partnership schools to ensure consistency of judgement through moderation and sharing of good assessment practice

### 3. Assessment organisation

3.1 Assessment is closely linked to the National Curriculum and EYFS Framework. Children's learning outcomes are monitored to inform future planning and teaching. Attainment is recorded to inform reports to parents, other colleagues and when referring pupils to specialist agencies. Teachers use a variety of formal and informal approaches to facilitate their understanding of a pupil's progress. Information gathered from ongoing work and formal assessments is recorded at three data collection points in the academic year on the school's tracking system, 'Insight Tracking', to be shared with parents at parent consultation meetings.

The types of assessment used fall into four main categories:

- **Formative** – ongoing formal and informal assessment so that the next steps may be planned and shared with pupils. This is achieved through: observation, photographs, work on whiteboards, targeted questioning, including higher order thinking questions, pupils' self and peer assessment against success criteria, use of a range of Assessment for Learning (AfL) strategies and marking of written work (including homework), with comments closely linked to lesson objectives. (See also Marking and Feedback Professional Practice Document). Reception staff use 'Tapestry' software on iPads for formative assessment. Continual, formative assessment is the primary form of assessment collected.
- **Diagnostic** – ongoing/specific assessments to clarify where gaps exist in foundational knowledge and skills so that support or interventions can be put in place.
- **Summative** – end of unit, term, year, Key Stage assessments where overall achievements of the pupils are recorded. This helps to identify gaps in understanding, inform future planning and support formative assessment. A range of summative tests are used, such as: Read Write Inc. Phonics Assessments, Phonics Screening, NFER and Scholastic Reading and Maths tests, Punctuation & Grammar tests and Practice SATS papers. There are data collection points at the end of each term, in which teachers enter a pupil's attainment in Reading, Writing and Maths onto a tracking system ('Insight'). In making these judgements, teachers are guided by their formative teacher assessment, test results and professional dialogue with colleagues.
- **Evaluative** – when the work of the teacher and the school is judged by the achievements of the pupils.

In order to maintain consistency and validation of teacher judgements, children's work is moderated regularly within year groups, within and across phases and with neighbouring schools.

3.2 Apart from a few very exceptional cases, children are assessed against objectives from their current year group only. Any children working below the objectives for their current year group will be discussed with the Headteacher, Deputy Headteacher or Phase Leader. At the end of each term, children are assessed against their year group objectives. Class teachers meet with school leaders three times per year to monitor the progress of pupils

and to ensure that all groups are on track to: (a) meet age related expectations by the end of the year, (b) make at least expected progress.

3.3 Monitoring and assessment of children with Special Educational Needs follows the requirements of the SEN Code of Practice.

#### **4. Target Setting**

4.1 The school sets targets in the following ways:

- Individual pupil targets for GLD (Good Level of Development) in Reception, Phonics Screening in Year 1 and 2, MTC (Multiplication Tables Check) in Year 4 and SATs tests in Year 6.
- The individual targets above result in school targets for each of the areas listed above.
- SEND pupils have three specific individualised targets that are on their pupil profiles. Children with EHCPs have targets detailed in the EHCP.

4.2 On entry to Reception classes, teachers carry out the Reception Baseline Assessment (RBA) for all children. This forms a baseline from which progress can be measured when these children reach the end of Year 6. Continuous assessment takes place throughout the Reception year, with observations recorded in 'Tapestry', an online learning journal. At the end of each term, summative judgements are recorded in 'Insight Tracking'.

4.3 At the beginning of each term, Reception teachers analyse whether children are on track to reach or exceed targets. In Year 1, children have a series of Phonics Screening Checks to analyse progress towards targets. In Year 4 children have regular MTC tests, and in Year 6 children have a series of testing weeks to check whether children are on-track to achieve targets.

#### **5. Monitoring and Evaluating/ Staff Roles and Responsibilities**

##### **5.1 Headteacher**

The Headteacher has overall responsibility for monitoring assessment to ensure that progress is tracked and necessary interventions are made to ensure that each pupil reaches his/her potential.

##### **5.2 Leadership Team**

The Headteacher, Assessment Lead and Leadership Team discuss the progress of assessment, recording, reporting and achievement of children's work. The Assessment Lead/ Leadership Team will monitor staff collation of assessment data and ensure that it is current, up to date and relevant.

The Assessment Lead, will:

- plan the assessment schedule for the academic year alongside school leaders
- oversee the input of assessment data into Insight Tracking
- ensure relevant test materials have been ordered
- ensure that the school has submitted data required for National tests.
- in close consultation with the Headteacher, analyse and compare assessment data and make suggestions as to what interventions/ strategies may be needed to be implemented
- hold pupil progress meetings with each year group each term

### 5.3 Curriculum Subject Leads

Core Curriculum Subject Leads should be familiar with performance results for National tests and should analyse the results in order to inform school improvement and next steps. Curriculum Leads should be familiar with school tracking data and with assessment methods for their subject. Where necessary, they should advise staff on particular assessment procedures and support the implementation and analysis of assessment systems in their subject.

### 5.4 Class teachers

Class teachers are responsible for the implementation of assessment procedures, understanding how well children in their class are achieving and adapting support/ implementing interventions accordingly. Class teachers create targets for SEND pupil profiles and update on progress towards these targets three times a year.

### 5.5 Teaching Assistants

Teaching Assistants will be involved in assessment under the direction of the class teacher and/or Pupil Support & Welfare Lead for the children with whom she/he is working. They will carry out interventions as directed by the class teacher or phase leader. The Teaching Assistants should be aware of individual children's targets particularly those with special educational needs and discuss regularly with the teacher and the child the progress they are making towards reaching those targets.

### 5.6 School Governors

Regular meetings are held with the school's Governors with portfolio roles for 'Teaching, Learning and Assessment' and 'Standards'. Progress towards achievement targets are shared in LAC Board meetings.

## 6. Sharing assessment information with parents

Parent Consultation meetings are held twice yearly in Terms 1b and 2b. At the end of the academic year an annual report is sent to parents, with a further opportunity for them to

make an appointment to discuss any concerns they may have. A January update is also sent to parents of SEND pupils. In addition, parents are free to arrange to discuss their children's progress at any time throughout the year, should they feel the need to do so.

## 7. Review of this PPD

The Leadership Team reviews the PPD annually. It may however review the PPD earlier, if required.

Approved by the Leadership Team February 2026.

Signed: *Kristen Fawcett*

Headteacher

Review Date: February 2027