

**Ribble Drive Community  
Primary School**



**Assessment Policy**

**Intent**

At Ribble Drive Primary School we believe that assessment should be an integral and essential part of the process of Teaching and Learning. It should encourage pupils to enquire, study and to learn as they strive for even higher standards. Assessment is a tool for teachers to help them plan further learning experiences, a resource for pupils to help them become more responsible for their own learning. It is also a means of providing information for parents to help them be more fully involved in their pupil's learning and development as well as a means of producing essential data for the school to enable us to set targets for future development and improvement.

Target setting is informed and identified by analysis of pupil's work, discussions with pupils, teacher's assessment information and test performance. It identifies whole-school priorities and areas for improvement. These priorities are included in the school development plan and linked to Performance Management.

Using Assessment and Target Setting will enable us to realise both our Mission Statement:

"Be The Best You Can Be."

And our Disability Statement:

"To make all reasonable adjustments to ensure that any member of the school community with a disability is not placed at a disadvantage and to endeavour to anticipate their needs in advance of their participation in any activities within the school"

We believe that effective assessment provides information to improve learning and teaching. We give our pupils regular feedback on their learning so that they understand what it is they need to improve. This allows us to base our lesson plans on detailed knowledge of each pupil. We give parents termly feedback on their child's progress so that teachers, pupils and parents are all working in partnership to raise standards for all.

Assessment should be fair, consistent, intelligible, involving the learners themselves whenever possible. It should be used to improve the quality of education and to raise standards of attainment by ensuring consistency, reliability and accountability. The various aspects of assessment should contribute to shared understanding among teachers and others.

The outcomes of assessment should be used to identify the procedures and processes that contribute positively to the progress and the achievement of our pupils.

All pupils whether they are boys or girls, from different economic, linguistic and ethnic backgrounds and pupils with special educational needs have a right to assessment which is valid, reliable and made without bias or prejudice.

Assessment should be seen as a means of contributing to the successful outcome for all learners.

This policy supports Articles 2 (No Discrimination); 3(Best Interests of the Child), 12(Respect for Pupil's views), and 28 (Access To Education): UNICEF: The Convention on the Rights of the Child.

## **Implementation**

### **Planning for assessment**

We use our school's Curriculum map and the National Curriculum to guide our planning.

We plan our lessons with clear TBATs. We base these upon the teachers' detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of pupils who do not achieve at the expected level for the lesson and pupils that exceed it, we then use this information when planning for the next lesson.

### **Recording**

Lessons are planned with clear TBATs. We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. The teachers at Ribble Drive record the progress of each child against the National Curriculum Learning Objectives for each area of the curriculum; this enables them to make a judgement about the work of each child in relation to the National Curriculum levels of attainment. This allows us to monitor and track the progress of every child.

At the end of each half term teaching and learning period pupils are assessed through teacher assessment. Each pupil's individual progress is discussed in half termly Progress Meetings attended by the class teacher and Assessment lead. Every six weeks the Headteacher, Deputy Headteacher, Phase Leaders and SENCO meet to discuss the raising of attainment and progress. The governing board receive updates on attainment and progress each term.

### **Moderation**

Regular moderation takes place each term to ensure consistency in assessment. Teachers meet in phase groups or in cross phase groups to analyse pupil's work against National Curriculum level descriptors. During the summer term, teachers in Reception and Year 6 are involved in formal teacher assessments, as part of end of Key Stage moderation and local authority moderation. (Year 6 undertake Statutory Attainment Tests (SATS) during the month of May.)

### **Reporting to Parents**

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

Parents are provided with the opportunity to meet the class teacher twice a year. Identified parents are also invited to meet with the class teacher and where appropriate the phase leader to offer more specific support to identified pupil. Parents of pupil with a Special Educational Need meet with the class teacher each term to discuss specific targets for their child.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We report on all subjects of the National Curriculum and Religious Education. In reports for parents in year 1, year 4 and year 6 we provide details of the scores achieved in National tests.

### **Feedback to Pupils**

At Ribble Drive 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 code for marking as this ensures consistency. We give pupils verbal feedback on their work whenever possible.

We encourage the pupil to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

(See also Feedback and Marking Policy)

### **Statutory Testing and Assessment**

Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our pupil's achievements are compared nationally with all those pupils of the same age and against schools in the local authority and in England. These formal assessments include:

An end of **Early Years Foundation Stage** assessment - we monitor how well pupils are achieving and the extent to which they are meeting identified expectations in the Early Years Foundation Stage Profile which helps to identify those who are achieving a good level of development and those who we need to give additional help. We complete the new baseline assessment in the first half term of the school year. As part of their everyday practice practitioners build their knowledge of each child through their observations, interactions and every day activities. They use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria.

The **Phonics Screening Test** at the end of Year 1 - assesses pupil's phonic skills as part of early reading

The **Maths Timetables Check** at the end of Year 4 - assesses pupil's multiplication skills.

At the end of **Key Stage 2** - pupils undertake externally set and marked tests in mathematics, reading, and grammar, punctuation and spelling. Teacher assessments in writing and science form an outcome judgement in these areas.

Reviewed: Autumn 2025

Review: Autumn 2026

## Appendix 1: School Assessment Schedule

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• On entry baseline carried out in Reception.</li> <li>• Senior Leaders analyse previous years SATs results.</li> <li>• Pupil Progress meetings take place and all staff agree targets.</li> <li>• Blueprints updated with end of year targets.</li> <li>• SEN APDR forms updated and shared with parents.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Phase group assessment moderation meetings in house and school to school</li> <li>• Parents Meetings held to inform parents of next steps.</li> <li>• End of Term summative assessments - Year 2 - Year 6</li> <li>• Teachers assessments collated and data analysed by assessment lead</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Pupil Progress meetings take place - impact of interventions discussed and pupil identified for further intervention.</li> <li>• Subject Leaders analyse data and report to SLT and governing body.</li> <li>• SEN APDR forms updated and shared with parents.</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Phase group assessment moderation meetings in house and school to school</li> <li>• End of Term summative assessments - Year 2 - Year 6</li> <li>• Teachers assessments collated and data analysed by assessment lead Parent</li> <li>• Meetings held to inform parents of next steps.</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Pupil Progress meetings take place - impact of interventions discussed and pupil identified for further intervention.</li> <li>• SEN APDR forms updated and shared with parents.</li> <li>• Year 6 SATs fortnight</li> <li>• Local Authority SATs moderation meetings for Year 6</li> </ul>
<b>Summer 2</b>	<p>Phonic Screening Week - Year 1</p> <ul style="list-style-type: none"> <li>• Timetables Assessment - Year 4</li> <li>• Pupil Progress Meetings held - with existing and next year's teacher to support transition</li> <li>• Blueprints updated</li> <li>• Report EYFSP to Local Authority</li> <li>• Report Year 1 Phonic Assessment results to Local Authority</li> <li>• Report all results of statutory assessments to parents</li> <li>• Annual reports sent to parents</li> <li>• Class handover meetings (current teacher meets receiving teacher to share information)</li> <li>• Subject Leaders analyse data and report to SLT and governing body.</li> </ul>