Assessment

Our approach to assessment

At River View assessment complements and assists teaching and learning; it plays an integral part in each teacher’s planning and enables the evaluation of current practice as well as pupil achievement. High quality formative and summative assessment is an essential part of teaching and learning.

The importance of assessing during learning

Assessment is a daily part of the life of the school. Teachers use planned questioning during lessons as a form of formative assessment to identify gaps or misconceptions. Monitoring of children’s work in class with verbal or written feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve.

How we check what children know and remember

There are daily activities in every class that revisit and revise previous year group learning.

At the end of a unit of teaching in Geography, History, Art, Design and Technology, Religious Education, PE and Computing, every child completes a quiz that covers the key knowledge and skills taught in that unit. Teachers use the quiz results to inform planning and to address any gaps.

At the end of each term, alongside teacher knowledge of children’s ability, all children are assessed in line with the national standards of each year group for English and Maths.

National assessments

National curriculum assessments are developed and delivered by [the Standards and Testing Agency](https://www.gov.uk/government/organisations/standards-and-testing-agency) (STA), part of the Department for Education.

**Standard Assessment Tests (SATs)**- administered by primary schools in England to children at the end of Year 2 and Year 6 to check their educational progress.

**Year 4 Multiplication Tables Check**- All year 4 children complete the test. These results are then reported to the local authority and to parents.

<https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents>

**Year 1 Phonics Screening Test**- All year 1 children complete the test to check knowledge of letters and sounds. These results are then reported to the local authority and to parents.

**Reception Baseline** - This test is completed by every reception child within 6 weeks of starting school. The data from the assessment is only be used by the Department for Education when children reach the end of year 6, to provide the baseline to measure the progress of their year group from reception to year 6. The data from the assessment, including numerical scores, is not shared with parents, pupils, teachers, or external bodies, including schools, and there is no published score at pupil, school or national level.

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents>

**Early Years Foundation Stage Profile (EYFSP)** - A teacher assessment/observation completed at the end of reception year-This assessment is administered at school. These results are then reported to the local authority and to parents.

Children with SEND and Assessment

It is important to us that we see the progress of all the children. Some children with SEND will be assessed using standardised tests with no adaptations. Some children with SEND may need adaptations to assessments to meet their individual needs. Each child is considered individually and assessed with their best interest at heart. Any adaptations are discussed fully with parents and the child if possible.