



ASSESSMENT POLICY

Assessment Policy for St Mary's C.E. Primary School

Agreed by the Governing Body:
Date for review:

February 2022
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Assessment Policy

Assessment is an integral part of teaching and lies at the heart of promoting pupils' learning. It can provide a framework within which educational objectives may be set and pupil progress charted and expressed. It forms the basis for planning the next educational steps in response to pupils' needs.

This policy outlines the aims, purpose, nature and management of assessment at St Mary's CE Primary School.

The implementation of this policy is the responsibility of all staff.

Policy Aims

- To establish an agreed, consistent framework within which the school can continue the systematic development of formative and summative assessment.
- To encourage positive achievement and personalised learning for each pupil.
- To ensure all teachers know their responsibilities to assess and monitor pupils' work on a regular basis.
- To be able to track pupils' progress, benchmarked against prior data and then to act upon findings.
- To ensure pupils are set realistic and appropriately challenging targets.
- To improve standards of attainment for all pupils.

The Purpose and Nature of Assessment

To understand if pupils are achieving well, we need to know their *starting points*, their *current level* and the amount of *progress* they make. If we do not know what level our pupils are at, then we cannot ask 'Is that the right level, given their capabilities?' Assessment for Learning, that is used to inform teachers' lesson planning for each pupil, is known as formative assessment. Summative assessment is assessment of learning: the measure of where a pupil is at a moment in time and informs teachers, schools and parents about what a pupil has so far learned to do by the end of a year or key stage.

Assessment of learning

At St Mary's CE School pupils' standards are assessed across the whole school and within each year group. At the start of a pupil's school life, pupils in Reception are assessed using the Reception Baseline Assessment; this is a statutory assessment. This is assessment takes place in the first half term. Teacher Assessment is used to make final judgments at the end of the Reception year, evaluating if children have met Early Learning Goals for the different areas assessed within the Early Years Foundation Stage Framework.

During Key Stage 1, pupils are assessed with work sampling, moderation, tests and observations; this includes a Phonics Screening Test in Year 1 in the summer term. End of Key Stage 1 pupils are assessed with National Curriculum tests (SATs) and tasks at the end of Year 2; this includes tests in mathematics (reasoning and arithmetic), reading and spelling, punctuation and grammar. Writing judgments are made by teachers using Teacher Assessment across a range of written work; these judgments are moderated (both internally and externally) to ensure consistency and accuracy.

During Key Stage 2, pupils are assessed with work sampling, moderation, tests and observations. A Multiplication Tables Check is taken by Year 4 pupils in the summer term. End of Key Stage 2 pupils are assessed with National Curriculum tests (SATs) and tasks at the end of Year 6; this includes tests in mathematics (reasoning and arithmetic), reading and spelling, punctuation and grammar. Writing judgments are made by teachers using Teacher Assessment across a range of written work; these judgments are moderated (both internally and externally) to ensure consistency and accuracy.

Target Tracker is used from EYFS to Year 6 to record and monitor progress within school. Tapestry is used in EYFS to document and record the children's learning – both by parents and school staff - informing teacher assessment judgments.

Assessment of learning will:

- provide a summary judgment about what has been learned at a specific point in time.
- aid pupils in becoming familiar, comfortable and effective at completely written tests independently
- establish national benchmarks about what children can do and about school performance.
- show what pupils can do without support.
- inform the target setting process.
- promote subsequent intervention.

The teacher will:

- identify gaps in pupils' knowledge and understanding.
- identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning.
- implement strategies to accelerate progress.
- mark and measure against National Curriculum standards.

The pupil will:

- begin to be able to gauge own performance in comparison to others and against previous performance.
- know what standards and expectations are required.
- be proficient at peer assessment.

Assessment for Learning (AfL)

Assessment is an integral part of the learning process and as such many of the strands of AfL will be present in an ongoing and continuous process in the classroom:

- learning objectives should be clearly displayed.
- good examples of work are shared with pupils.

- success criteria should be shared on the interactive whiteboard, classroom displays and in marking ladders.

Good assessment practice will:

- enable the active involvement of pupils in their own learning by providing effective feedback (and feedforward) which closes the gap between present performance and future standards required.
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement.
- enable teachers to adjust teaching to take account of assessment information and to focus on how pupils learn.
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts.

Assessment for learning will:

- provide insight into pupils' learning for both pupils and teachers.
- promote success for all.
- support the target-setting process.
- enable continuous reflection on what pupils know now and what they need to know next (feedback).
- promote immediate intervention and link judgments to targets.
- raise standards by taking pupils to the 'edges of capability'.

The teacher will:

- provide continuous oral and written feedback which identifies strengths and the next steps for improvement.
- promote pupil involvement in self-assessment.
- involve teaching assistants fully in the learning process.
- act on insights gained to inform curricular targets.
- adjust schemes of work and plans as a result of assessed work.
- make standards and objectives explicit to pupils.
- promote inclusion by attending to all pupils' needs, particularly for pupils who are at risk of underachievement.
- engage students in rich questioning with appropriate response times.
- organise learning partners for pupils.

The pupil will:

- know what to do to improve.
- know what standards are required.
- know what has been achieved against known success criteria and what to do next.
- gain confidence, motivation and self-esteem as a learner.
- improve own self-evaluation skills.
- make progress.
- show pride in achievements and a desire to succeed.
- use peer assessment to enhance learning.

Children's progress is monitored by their class teacher, Subject leads, SENDCos and the Headteacher with the Senior Leadership Team.

Evidence of pupil progress is in work books and written activities, observation notes compiled by class teachers, SENDCos and teaching assistants and recorded as National Curriculum standards on pupil progress sheets.

Equalities Statement

St Mary's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive less favourable unlawful treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices.

Appendices:

Procedure for Tracking Progress at St Mary's CE School

Annual assessments:

- ◆ The SLT and Middle Leaders will use Target Tracker to monitor standards
- ◆ end of year Summative assessments (SATs and optional SATs) are recorded onto Excel spreadsheets, kept on the shared drive
- ◆ NFER verbal and non-verbal results Year 3 and Year 5 are recorded onto Excel spreadsheets, kept on the shared drive
- ◆ at end of year the current class teacher sets a target level for each child in maths, English and Science for the end of the next year and reviews the target set for Year 6
 - expected rate of progress is 2 or 3 sub levels e.g. 2B to 3C or 2B to 3B, depending on the individual child's ability
 - pupils in Key Stage 2 are expected to make 2 whole levels progress from their National Curriculum entry level into Key Stage 2 e.g. 2B to 4B, depending on each child's ability
 - class teachers moderate their targets in discussion with colleagues and targets are set at the end of key stages by the Senior Leadership Team in consultation with class teachers, AEN staff and the Standards TLR Leader, taking into account each pupil's rate of progress

Assessments during the academic year:

- ◆ Parallel spelling results Year 3 to Year 6 are recorded onto Excel spreadsheets, kept on the shared drive
- ◆ NFER verbal and non-verbal test results for Year 3 and Year 5 are recorded onto Excel spreadsheets, kept on the shared drive
- ◆ Termly progress meetings are held between the Headteacher, Deputy Headteacher, Middle Leader, each class teacher and SENCO to report on progress of individual pupils in terms of National Curriculum level attainments, outcomes of current interventions, SEN needs and future planning for the year group as a whole.
- ◆ Class teachers keep records of Pupil Progress Sheets on the general drive and have copies in a folder in each classroom.
- ◆ Class teachers keep examples of a group of 6 pupils in each cohort as evidence of a range of pupils' progress.
- ◆ class teachers record pupil progress that gives an overview of the class. These might include:
 - class list of incoming levels and new levels at end of Autumn, Spring and Summer terms for different subjects
 - pupils' targets achieved with dates
 - outliers list *e.g. RE half-termly assessment*
 - class list of maths assessment showing levels
 - pupils self-assessment sheets (e.g. French, maths, RE)
 - key objective sheets for NNS
 - notes of changes to planning due to pupils' individuals assessments

At any time the class teacher can report any concerns to the Headteacher / Deputy Headteacher / SENCO / Able & Talented Co-ordinator or relevant person who will decide on any action to be taken in consultation with the Headteacher.

Assessment procedures in 6FI

Pupil progress is recorded in an individual booklet to show achievement in terms of P – levels and the National Curriculum for English, Numeracy and Science. Progress is recorded on an ICT program called B- squared.

Tracking spreadsheets are completed on the computer at the end of each term.

Individual pupils' targets are linked to the P – levels, and beyond.

Integration

Pupils integrate regularly in KS2 classes, on a week by week basis and a record for each pupil's session is written down. This includes social inclusion of at least 100 minutes per day. Each child has between seven and fifteen hours integration per week, covering a range of subjects and experiences, (eg. English, swimming, games, music and design technology), depending on individual needs and timetabling. Learning Assistants that are supporting children during integration record and feedback pupils' progress to the SEG leader, observations are also noted by the class teacher.

