



Great Marsden St. John's Primary - a Church of England Academy.

MISSION STATEMENT

Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

Our Mission

“We ask that Christ will live in our hearts through faith making us rooted and grounded in LOVE.”

ASSESSMENT POLICY FOR GREAT MARSDEN ST. JOHN'S PRIMARY – A Church of England Academy

Policy Aims;

- To provide clear exposition of the form and function of assessment at GMSJ
- To show clear links between assessment, teaching and progression
- To provide an annual overview of assessment across all classes.

Range of Assessment at Great Marsden St. John's

There is assessment for learning and assessment of learning.

Assessment **for** learning (formative assessment) is different from assessment **of** learning (summative assessment), which involves judging pupils' performance against national standards – age related expectations.

Assessment **for** learning is information gathering in order to inform pedagogy. This can take many forms but central is Marking and Feedback - see separate policy. Other key components are;

- Sharing learning Objectives
- Having clear Success Criteria
- Effective questioning
- Pupil self assessment

The crafting of learning objectives used with children is very important. They need to be worded so that they are clear and understandable to all children. They also need to be appropriately challenging and relevant.

Success criteria need to be equally well crafted with an awareness of where children are at and where they need to progress to. In addition, there should always be an opportunity for the pupil to set their own success criteria. This is important for the children to take responsibility for their own learning and progression.

This is also an important component to help the teacher focus their written feedback on the learning objective only, as well as allowing children to self-assess their own learning.

Success Criteria may take the form of Steps to Success, WAGOLL or checklist. Where appropriate children should generate their own, especially towards the end of a unit of work when learning should be embedded.



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Pupil Self Assessment should reflect the LO or SC and be age appropriate - see Marking and Feedback Policy.

We use a range of tools for summative assessment - see table at the end of this policy.

We also acknowledge that for children who have certain barriers to learning, progress needs to be measured in smaller steps, alongside personalised Specific, Measurable, Achievable, Realistic and Timely (SMART) targets. For this reason, we are able to adopt differing systems (in addition to the above) for children with individual learning needs, ensuring accurate assessments of progress and attainment. These are as follows:

- PIVATS – these will be completed on a termly basis for specifically identified children
- Assess, Plan, Do, Review cycle
- SMART target setting
- Personalised start and end points linked to areas of need
- Adapted assessments linked to individual expectations
- KLIPS/LAPS linked to individual expectations

Similarly children with EAL have different assessment needs. Children who arrive in school with little or no English are assessed in reading and viewing, writing, listening and speaking. This enables next step targets to be set. These are updated termly. Children for whom English is an additional language, but whose language skills have developed in line with peers within the class are assessed through the assessment processes described within this document.

Where is summative assessment captured?

In all classes our assessment tool is Target Tracker. This is used in conjunction with Lancashire KLIPS and LAPS. In EYFS, Target Tracker is used in conjunction with the Foundation Stage Profiles to capture progress and identify next steps.

Professional Judgement

The use of professional judgement pervades throughout the whole area of assessment. The guidance and expectations are just that - there must always be the need for individual and collective professional judgement.

The use of professional judgement must also be a guiding factor in managing one's own workload. As a school and as a leadership team, we do not subscribe to the notion of 'death by assessment'. The work life balance of a teacher cannot be compromised by 'over assessment'.



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Annual Timetable of Year Group Assessments:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>NFER baseline EYFS Target Tracker baseline - completed by October half term</p>	<p>By end Sept Phonics screening (1st 20 words at least)</p> <p>Assessment Week Maths - PUMA</p> <p>English - PIRA</p>	<p>Assessment Week Maths - PUMA</p> <p>English - PIRA -</p> <p>SPAG - NFER</p>	<p>Assessment Week Reading - NFER</p> <p>SPAG - NFER</p> <p>Maths - NFER</p> <p>Phonic Screening for those who did not pass.</p>	<p>Assessment Week Reading - NFER</p> <p>SPAG - NFER</p> <p>Maths - NFER</p> <p>Y4 - Times Tables Test - TTRockstars</p>	<p>Assessment Week Reading - NFER</p> <p>SPAG - NFER</p> <p>Maths - NFER</p>	<p>Y6 - Mock SATS</p>
Spring	<p>PIRA Reading</p>	<p>Maths - PUMA</p> <p>English - PIRA</p> <p>Phonic Screening</p>	<p>Mocks SATS</p> <p>Phonic Screening for those that didn't pass</p>	<p>Assessment Week Reading - NFER</p> <p>SPAG - NFER</p> <p>Maths - NFER</p> <p>Phonic Screening for those who did not pass..</p>	<p>Assessment Week Reading - NFER</p> <p>SPAG - NFER</p> <p>Maths - NFER</p> <p>Y4 - Times Tables Test - TTRockstars</p>	<p>Assessment Week Reading - NFER</p> <p>SPAG - NFER</p> <p>Maths - NFER</p>	<p>Assessment Week Mock SATS</p>
Summer	<p>PIRA Reading Phonics Screening First Section</p>	<p>Phonic Screening</p> <p>Maths - PUMA</p> <p>English - PIRA -</p> <p>Phonic Screening</p>	<p>Year 2 SATS</p> <p>Phonic Screening</p>	<p>Assessment Week Optional Tests Reading, Maths and SPAG</p>	<p>Assessment Week Optional Tests Reading, Maths and SPAG</p> <p>Multiplication Check</p>	<p>Assessment Week Optional Tests Reading, Maths and SPAG</p>	<p>Year 6 SATS</p>