



Assessment Policy

St Mary's Church of England (A) Primary School keeps children safe by ensuring and promoting the safeguarding and welfare of all children in its care: all policies support the most current "Keeping Children Safe in Education Guidance" and "Safeguarding Policy", are fully consistent with the "Every Child Matters" agenda, and fully support the principles of equal opportunities for all.

Introduction

This policy refers to St Mary's Church of England Primary School which includes our Governor run Nursery provision.

The purpose of this policy is to develop robust assessment procedures and practices linked with the expectations of the National Curriculum.

This policy intends to

Make clear our vision of the role of assessment as part of teaching and learning at St Mary's Primary School.

Provide clear guidelines for the implementation of the policy

Make transparent the procedures in place for monitoring and evaluating assessment practices

Define clear responsibilities in relation to assessment

Provide clear definitions and purposes for different types of assessment

Principles and Aims of Assessment at St Mary's Primary School

All assessment should:

- Enable individuals to make progress in their learning
- Relate to shared learning outcomes from the new curriculum
- Be underpinned by the confidence that every child can make progress

- Help all pupils to demonstrate their knowledge, practical knowledge and understanding
- Include reliable judgements about how learners are performing related to national standards
- Involve both teacher and pupils reviewing and reflecting upon assessment information
- Provide feedback which leads to pupils recognising the next steps in their learning and how to work towards achieving these
- Enable teachers to plan more effectively
- Provide us with information to evaluate our work and set appropriate targets at whole school, class and individual pupil levels
- Enable parents to be involved in their child's progress and support their child in the development of knowledge, skills and understanding
- Be linked with the children's demonstration of mastery of the curriculum
- Be linked with understanding of the expectations of each year group and those children working at greater depth

The school will carry out three forms of assessment at St Mary's Primary School.

In school formative assessment

In school summative assessment

Nationally standardised summative assessment

In school formative assessment

In school formative assessment is the day to day, ongoing assessment as part of the repertoire of teaching and learning strategies based on how pupils fulfil learning outcomes. It is about providing clear feedback- evidenced in the marking and feedback policy and involves both pupils and parents in improving their learning.

St Mary's recognises the importance of formative assessment as it ensures effective feedback and active involvement of pupils, adjusts teaching, impacts upon motivation and self- esteem of pupils and pupils are able to assess themselves and understand how to improve.

At St Mary's Primary School many different strategies of formative assessment are used.

Strategy	Purpose
The teaching and learning cycle of planning, teach, assessment and feedback is embedded.	All parts of the teaching and learning cycle are interlinked which emphasises the importance of each component.
Shared learning outcomes with pupils and clear success criteria	Ensures pupils are focussed on their tasks, aware of what knowledge, skills and understanding are being developed
Pupils self-evaluation and peer evaluation	Pupils perspective and awareness of how they have achieved in their development of knowledge, practical knowledge and understanding

Feedback	Marking clearly ensures children know next steps and are able to demonstrate their next steps in knowledge, practical knowledge and understanding All staff reflect on groups and individual pupils and so planning is adapted accordingly to what children need in their knowledge, skills and understanding.
Use of rich questions linked to question types	Evaluate pupils' responses and so children's understanding is seen and gaps and misconceptions are identified.
Next steps in learning	Formative assessments are linked with the ongoing use of targets- these are shared and worked upon by pupils alongside parents.

In school summative assessment

In school summative assessment is a snap shot test which establishes what a child can do at a given time. NFER testing is used at 3 points during the school year (December, April and July).

The key to summative assessment is to ensure that the data collected impacts upon future children's learning, that it is manageable and supports future teaching and learning practices. It is important that summative assessments are not seen as one offs and separate to the future developing of children's knowledge, practical knowledge and understanding. When making attainment judgements for pupils, staff use a combination of NFER results and daily teacher assessments to record where the pupil is currently attaining.

Strategy	Purpose
Writing Assessments	<p>Success criteria used to ensure independent responses. These will match the learning objectives (I can statements).</p> <p>Rapid response marking is widely used across all classes. Purple pen opportunities are given following these discussions with teachers.</p> <p>Peer marking emerges at KS2 level.</p> <p>At regular intervals, teachers will assess children's writing in an independent piece (usually at the end of a unit of work) to ensure that knowledge, practical knowledge and understanding is</p>

	<p>demonstrated and that teacher judgements are monitored. These judgements are placed on the school's assessment tracking system with a judgement of 1-6 (teacher assessment) indicating current attainment and where they expect the child to be at the end of year.</p>
Reading Assessments	<p>Teachers will assess against the reading standards to determine the children's knowledge, practical knowledge and understanding.</p> <p>Reception to Year 2 are tracked using Little Wandle's half-termly phonics assessments which focus on the graphemes that they recognise and how these are applied into whole word reading.</p> <p>Reading skills are assessed through targeted interventions and whole class guided reading sessions. Pathways to Read – St Mary's chosen scheme.</p> <p>These judgements are placed on the school's assessment tracking system with a judgement of 1-6 following NFER assessments.</p>
Maths	<p>Teachers will assess against the mathematical standards to see the children's knowledge, practical knowledge and understanding.</p> <p>KS1 use White Rose end of unit assessments.</p> <p>These judgements are placed on the school's assessment tracking system with a judgement of 1-6 following NFER assessments.</p>
Religious Education Assessment	<p>Pupils are assessed on their knowledge and understanding of the 'Understanding Christianity' curriculum at the end of each half term. A judgement of emerging, secure and exceeding is recorded for each child following assessment of a sustained piece in</p>

	response to the big question. Early years pupil's knowledge and understanding is recorded by a member of staff in evidence books.
Science	Mind maps are used in all subjects to show regular recall of prior lessons. Key learning questions or bullet points are used to trigger mind map ideas and promote recall. Blooket quizzes are used as POP (proof of progress tasks) assessment evidence. End of unit tests are used for KS2.
Foundation Subjects	Mind maps are used in all subjects to show regular recall to prior lessons. Key learning questions or bullet points are used to trigger mind map ideas and promote recall. Blooket quizzes are used as POP (proof of progress tasks) assessment evidence. KWL grids are used, where appropriate, in some subjects and for certain concepts.
Mid –Year NFER Assessments	Assessments will occur in all years (from Year 1 – Year 6) three times a year, to provide all children with a scaled score, from 70 to 140 with 100 being classed as expected. This allows a clear understanding of the individual child's gaps in their learning. Class and whole school analysis can also take place. This allows greater analysis of vulnerable groups in the school, to create targeted learning and intervention plans.
End of Year NFER Assessments	Assessments in June/July provide all children with an end of year attainment score. Progress across the academic year can then be established.
Early Years	Assessments are made at regular intervals throughout the year, in September, December, April and July where children are assessed against the assessment strands in the guidance material for the Developmental Matters in the Early Years Foundation Stage which includes the 3-5 years (Nursery and Reception).

Nationally standardised summative assessment

St Mary's Primary School recognises the importance of nationally standardised summative assessments. This ensures that the school recognises the statutory assessment requirements for our school.

Strategy	Purpose
Early Years baseline assessment (NFER Reception Baseline)	The school undertakes the baseline to ensure that it is aware of the starting points for our Reception pupils. The school uses Developmental Matters to plan and assess. End of early years profile judgements of emerging or expected are recorded and shared with the local authority at the end of the academic year.
Phonics	In Year 1, the children are assessed in their knowledge of phonics, this is conducted formally three times through the year, in preparation for the phonics check. These dates are October, January, April then the phonics check in June. Attainment in phonics is then plotted against expected milestones and planning and teaching coverage altered accordingly.
End of Key Stage Assessments in Year 2 are now optional.	The school provides teacher assessment based on the teacher assessment frameworks at the end of Key Stage 1. Optional end of Key Stage 1 SATS are conducted in school as a measure of attainment and progress for internal purposes.
Year 4 Multiplication Check	The school fulfils the statutory Year 4 Multiplication check. Assessing of times table knowledge is done prior to this assessment.
End of Key Stage Assessments in Year 6	The school provides teacher assessment based on the teacher assessment frameworks at the end of Key Stage 2 alongside statutory testing. End of Key Stage 2 SATS are taken by Year 6 pupils in May each year, results are then submitted.

Progress

Strategy	Purpose
Early Years	The school tracks every child against Development Matters statements, according to their age and stage.
Phonics	The school tracks progress through the phases of what the children are working at. In Year 1 the school tracks the child's own individual score upon the phonics check looking at progress with evidence matched within the books.
Progress in Key Stage 1	The school tracks progress of the children in Key Stage 1 from the end of Early Years data to end of Year 2 in reading, writing, and maths. Science is tracked also. This is through analysis of progress over time and at the end of each year. Pupils are expected to make at least expected progress. Progress measures indicate 0 as expected and +1 as more than expected progress. Progress points are collated and analysed December, April and July each year.
Progress in Key Stage 2	The school tracks progress in Key Stage 2 from the end of Year 2 to end of Year 6 in Reading, Writing, GPS, Maths and Science. This is through looking at the progress at the end of each year so ensuring that at least all children make expected progress. Children that achieve greater depth would make more than expected progress. Progress measures indicate 0 as expected and +1 as more than expected progress. Progress points are collated and analysed December, April and July each year.

Assessment for all

At St Mary's Primary School, there is a belief that assessment should be for all children regardless of need or vulnerability. The key is to ensure that pupils are assessed appropriately and effectively, in line with the principles of inclusive assessments. St Mary's has a clear belief that all children can make progress regardless of their starting points through highly effective teaching and robust assessment.

Roles and Responsibilities

Teachers and Teaching Assistants are responsible for: -

Carrying out formative and summative assessments with individual pupils, small groups and whole classes, depending on the context.

Sharing, where appropriate, these outcomes with pupils, as part of an ongoing dialogue about their learning progress.

The summative assessments are reported to the Headteacher who is responsible for standards.

Teachers provide termly reports to parents sharing attainment and progress.

Each class teacher uses pupil tracking to analyse the performance of individual and vulnerable groups, then set pupil progress targets and next steps in learning.

The head teacher is responsible for: -

Monitoring standards in core and foundation subjects through pupil progress meetings and observation of teaching.

Analysing pupil progress and attainment including specific pupil groups.

Identifying pupil groups who are vulnerable to underachievement.

Prioritising key actions to address underachievement of individuals and groups through whole school improvement.

Reporting to Governors and staff on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Holding teachers to account for progress of individual pupils and groups from mid-year assessments and end of year assessments.

Sharing Assessment information

Assessment information will be shared with pupils to support their learning. Some of the information will be shared with parents to support their child's learning. Some statutory information will be shared with the Government and some will be used for evaluating teacher and school performance.