



## St Mary's C of E Primary School Assessment Policy – Autumn 2017

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### Introduction

Central to the philosophy of St Mary's C of E Primary is the overall development of the individual child. We believe that in order to promote children's learning successfully, assessment must be consistent and purposeful. Assessment encompasses both the measurement of performance at a given point in time as well as a continual process of gaining information in order to promote future learning. This Assessment Policy is in line with the New National Curriculum (September 2014).

This policy should be read in conjunction with the school's Teaching and Learning Policy, SEND Policy and Equality Policy.

### Rationale

Effective assessment provides information to help improve and inform teaching and learning. Assessment refers to all those activities, undertaken by teachers, support staff and by children in assessing themselves, which provides information to help teachers organise future learning opportunities and help children and their parents understand how they are developing academically. The prime purpose of assessment is to raise the standards of achievement of pupils so that they are able to reach their full potential.

### Aims

- To enable all children to demonstrate what they know, understand and can do in their work.
- To support all children in understanding what they need to do next in order to progress their learning.
- To develop every child's ownership of their learning.
- To ensure teachers' planning accurately and effectively to reflect the needs and capabilities of each child.
- To ensure that children who are not making expected progress are effectively identified for receiving appropriate intervention.
- To provide information for parents that enables them to be fully informed about their child's learning and progress.
- To provide the Headteacher and Governors with clear and concise information that allows them to make judgements about the effectiveness of the school and be able to benchmark it against local and national standards.
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress

In order to achieve these aims it is essential that all assessment processes:

- Provide effective feedback which enables teachers and learners to close the gap between present performance and future standards required.
- Have a clear purpose which has a positive impact on children's learning.
- Are incorporated systematically into teaching and learning strategies in order to ensure that all children are fully involved, participating and making progress during lessons.
- Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement.
- Enable children to take more responsibility for their own learning, thus creating independent, confident young learners who are focused on success.
- Raise standards of attainment by ensuring teaching is targeted to children's individual needs in order to ensure that all children make good or better progress.
- Guide future planning, teaching and curriculum development, enabling teachers to adjust teaching and to focus on how pupils learn.



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- Enable concise tracking of individual pupil performance and in particular identify those pupils at risk of underachievement.
- Provide information for parents or carers to enable them to understand their child's attainment, progress, strengths and targeted areas for development.
- Provide information which can be used to evaluate the school's performance against its own previous attainment over time and against national standards.
- Offers all children an opportunity to show what they know, understand and can do to improve.

We believe that our approach to assessment will develop all children's:

- Sense of pride.
- Self-esteem.
- Motivation.
- Self-awareness.
- Understanding of personal strengths and areas for development.
- Personal responsibility.
- Ability to give and receive praise.

### **Co-ordination of Assessment**

The Assessment Coordinator and EYFS Leader work closely with the Headteacher to ensure progress is being monitored closely throughout the school. Reports are presented to the Governors to highlight pupil progress.

### **Pupil Progress Meetings**

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the Headteacher, the SENCo, the Assessment Coordinator and class teachers. Pupil Progress Meetings take place at the end of each term. Vulnerable groups and different cohorts are examined together with the needs of the SEND children and Intervention support is put into place for the following term to support rapid progress.

### **Tracking**

All pupils are tracked throughout the year and are discussed at Pupil Progress Meetings. Focus groups for 2016-17 include:

- Pupil Premium pupils.
- SEN pupils.
- Higher Ability Pupils.
- EAL pupils.
- Boys / Girls.

Analysis is reported to the Headteacher, the Deputy Headteacher and Governors. Subject leaders analyse results and analyse any gaps. Gap analysis informs future planning.

### **Reports to parents (Consultations and Annual Reports)**

We hold two Family Consultations throughout the year when the parents / carers are invited in to discuss attainment and attitudes to learning. At these meetings, Target books are shared, areas of strength and areas of development are discussed and any academic concerns are raised. At the end of the year, we release annual reports for Years 1 – 6 which provide information on the child's learning behaviour (linked to our St Mary's Learner objectives), their attainment against the End of Year Expectations and their effort in



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class in Maths and Literacy and in the Foundation subjects (French, Science, RE, History, Geography, Computing, PE, Art, Design and Technology and Music). At the end of the year, we release annual reports for Reception and Nursery which provide information on the child's learning behaviour (linked to characteristics of effective learning) and the child's development within each of the Early Learning Goals.

### **Assessment for Learning (Formative)**

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

### **Summative Assessment (Year 1 – 6)**

The following tools for assessment are used:

- Phonics (Year 1 and retakes in Year 2).
- Spelling tests.
- Reading tests.
- Spelling, Punctuation and Grammar tests.
- Times Tables tests.
- Mental Maths tests.
- Written Arithmetic tests.
- Practice SATS tests (Year 2 and Year 6).
- Statutory Year 2 and Year 6 tests (SATS).
- PUMA (Maths) and PIRA (Reading) tests in Years 1 – 6.
- Abacus Arithmetic and Problem Solving and Reasoning tests.

### **Foundation Subjects (Year 1 – 6)**

Assessment of the Foundation subjects was introduced in Autumn 2015. From Spring 2016, all children have been assessed against the objectives for the Foundation subjects (French, Science, RE, History, Geography, Computing, PE, Art, Design and Technology and Music) using the following criteria:

- Beginning.
- Developing.
- Embedded.

### **Management Information Systems (Year 1 – 6)**

At St Mary's C of E Primary school, we use Pupil Asset to record and track pupil progress from Year 1 to Year 6. Teachers' assessments are recorded at the end of each term. Pupil's attainment against the End of Year Expectations is assessed using the following criteria:

- Bronze (Beginning) – if they have met up to half the Bronze criteria.
- Bronze + (Beginning) – if they have met most of Bronze.
- Silver (Developing) – if they met up to half the Silver criteria.
- Silver + (Developing) – if they have now met most of Silver.
- Gold (Embedded) – if they have met up to half Gold criteria.
- Gold + (Embedded) – if they have met most of Gold criteria.

### **Summative Assessment (EYFS)**



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Assessment in Early Years Foundation Stage (EYFS) is based on observation of children's learning and development. The observations focus on the structured learning that is taking place and build up a picture over time. The observations record each child's learning journey and inform their profile. They are used to plan the next stage of learning.

Types of observations:

- Long focused observations are undertaken during child initiated learning and play.
- Short observations are used during class groups, adult initiated and child initiated activities.
- Ad hoc, individual, informal observations during child initiated play.

These observations are recorded using 2simple on iPad / iPod. These are then analysed and used for tracking progress and the development of skills.

An EYFS profile for each child is completed during the academic year that he or she reaches the age of five. The purpose is for the planning of an effective, responsive and appropriate curriculum that will meet the child's needs.

For Nursery Individual Learning Journeys using Development Matters scales are also recorded.

### **Management Information Systems (EYFS)**

STARS EYFS Baseline is used to provide our baseline. This is an on entry assessment and is carried out for all 17 ELGs (Early Learning Goals). These are analysed and compared with similar local schools in our STARS cluster. These ELGs are tracked and reassessed every term in order to monitor progress. Vulnerable groups including the SEND and Pupil Premium children are also tracked to ensure progress is made. At the end of the year, written reports are sent to parents about their child's attainment against the 17 ELG and 3 characteristics of effective learning. We analyse our GLD (Good Level of Development) and compare it with Surrey and National scores and identify any areas of development.

### **Monitoring and Review**

We are aware of the need to review the school assessment policy regularly so that we can take account of new initiatives and changes in legislation or developments in the environment of the school.

Policy written by: L Stanley (Assessment Co-ordinator)

Next review due: Autumn 2017