



Assessment Policy

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Approved by	<u>Headteacher</u>
Statutory policy	<u>No</u>
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Related policies	Marking and Feedback, SEND, Equality

Version History Log

Date	Version	Comments/Summary of changes
<u>01/10/2022</u>	1	
<u>01/10/2023</u>	2	No changes
<u>04/09/2024</u>	3	Addition of pupil progress meetings for writing Reports to parents: Consultations, Progress Reports and Annual Reports



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'Learning for Life'

'Learning for life' with Jesus' promise of 'life in all its fullness' is at the heart of St Mary's. At our school, children are seen as unique and will feel loved, safe and empowered to flourish so they reach their full potential both academically and personally.

Introduction

Central to the vision of St Mary's Church of England Primary School, 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 National Curriculum (September 2014).

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

Rationale

The prime purpose of assessment is to raise the standards of achievement of children so that they are able to reach their full potential.

Effective assessment provides information to help improve and inform teaching and learning. Assessment can be undertaken by teachers, support staff and the children themselves (through self and peer assessment). The information provided by these assessments informs teachers' future planning and supports children and their parents in understanding how they are developing academically.

Aims

- To enable all children to demonstrate what they know, understand and can do in their learning.
- 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 plan 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 to receive appropriate support and 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 so that our children know what they need to work on next in their learning.



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- 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 process and the routes to improvement.
- Enable children to take more responsibility for their own learning; creating independent, confident young learners with a growth mindset, who are focused on success.
- Raise standards of attainment by ensuring teaching is targeted to children's individual needs so that all children make expected or better than expected progress.
- Guide future planning, teaching, and curriculum development.
- Enable concise tracking of individual pupil performance and in particular identify those children at risk of falling behind.
- 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.
- Offer 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 Lead and Senior Leadership Team work closely with the Headteacher to ensure progress is 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 children's progress can be discussed with the Headteacher, the SENCo, the Assessment Lead and class teachers. Pupil Progress Meetings take place termly, with additional progress meetings for writing held half-termly. Vulnerable groups and different cohorts are examined together with the needs of the SEND children, and intervention is put into place for them to support rapid progress.

Tracking

All children are tracked throughout the year and are discussed at Pupil Progress Meetings. Focus groups include:

- Children who receive Pupil Premium funding
- Children with SEND
- Higher Ability children
- Children with English as an additional language



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- Boys / Girls
- Children not on track to reach their prior-attainment targets

Analysis is reported to the Headteacher, Governors and shared with all staff. The Assessment Lead, alongside the Senior Leadership Team and Subject Leaders, analyse results and any gaps. This gap analysis informs future planning and monitoring.

Reports to parents: Consultations, Progress Reports and Annual Reports

We hold two parents' consultations each academic year in October and February. Parents/ carers are invited to discuss their child's progress, attainment and attitudes to learning. At these meetings, teachers share areas of strength and areas for development and any academic concerns are raised.

Parents/ carers receive a progress report for their child in the Autumn and Spring Terms. These progress reports detail the progress children have made against their targets and identify next steps.

At the end of the year, we release annual reports for Years One to Six. These reports provide information on the child's learning behaviours (linked to our St Mary's Learner objectives), their attainment against end of year expectations, their achievements throughout the year and their social and emotional development. We also release end of year reports for Nursery and Reception which provide information on the child's progress and attainment against the Characteristics and Effective Learning and the child's development within each of the Early Learning Goals. There is also an opportunity for a face to face meeting with the class teacher at the end of the Summer Term for parents/ carers to discuss their child's annual report.

Formative Assessment

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

Summative Assessment

The following summative assessments take place at St Mary's Church of England Primary School:

- Statutory EYFS baseline assessment: Reception
- Monster Phonics assessments in Reception, Year One and Year Two.
- Monster Phonics assessments for Key Stage Two children who are still consolidating their phonic knowledge.
- Statutory Phonics Screening: Year One and retakes in Year Two
- NFER Reading Tests: Years One to Six
- NFER Grammar, Punctuation and Spelling Tests: Years Three to Six
- NFER Arithmetic and Reasoning Maths Tests: Years One to Six
- Statutory Multiplication Tables Check: Year 4
- Times Tables tests
- Mental Maths tests
- Written Arithmetic tests
- Practice SATS Tests: Year Six



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- Statutory SATS Tests: Year Six
- Non-statutory SATS Tests: Year Two

Management Information Systems

At St Mary's Church of England Primary School, we use Target Tracker to record and track pupil progress from Nursery to Year Six across all core subjects. Teachers' assessments are recorded at three points in the year: Autumn, Spring and Summer. The children's attainment against the End of Year Expectations is assessed using the following criteria for Reading and Maths:

- Beginning (b)
- Beginning + (b+)
- Working Within (w)
- Working Within + (w+)
- Secure (s)
- Secure + (s+)

The children's attainment against the End of Year Expectations in writing is assessed against Teacher Assessment Frameworks and recorded on Target Tracker using the following criteria:

- Working Below
- Working Towards (w+)
- Expected (s)
- Greater Depth (s+)

Assessment in EYFS

Within the first six weeks of a child starting in Reception, they will carry out the statutory EYFS Baseline Assessment. This is a short, task-based assessment that is carried out with their teacher. The children do not 'pass' or 'fail' this assessment, it is carried out to gain a snapshot of the children's starting point at the beginning of their schooling journey.

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

Types of observations in EYFS

- Quality, individual, focused observations are undertaken during child-initiated learning and play.
- Ad hoc, informal group observations are undertaken during child-initiated play and special events (e.g. Sports Day, trips etc).

These observations are recorded using Tapestry. These are then analysed and used for tracking progress and the development of skills. Every child will have at least one observation on Tapestry every two weeks.

Over the course of the year, in order to build a full, well-rounded picture of the child, teachers will continually observe the child's learning in supported and independent learning opportunities. In



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In addition to this, a snapshot of the child's independent and supported work is kept in our Learning Journey folders. We use this to inform our end of year EYFS profile assessment.

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.

Early Years Foundation Stage Profile

The EYFS Profile assessment is completed in a child's final term in Reception by their class teacher. The profile is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the Early Years Foundation Stage. It is made up of an assessment of the child's outcomes in relation to the 17 Early Learning Goals (ELGs).

Children are defined as having reached a Good Level of Development (GLD) at the end of EYFS if they have achieved the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.

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: T Harding
Next review due: September 2025