



**St Margaret's CE VA
Primary School**

ASSESSMENT POLICY

Adopted by Governing Body

December 2018

Date of Review

December 2019

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To internally track pupils for attainment and progress.
- To ensure teacher planning is amended in order that the teaching and learning meet the needs of all children.
- To have a consistent approach that measures school progress against national standards.

Principles

Assessment of children can take different forms including observations and discussions as well as the formal assessment of written work and tests.

Children are continually tracked via learning objectives in their books. This is then entered onto SIMs half termly, when formal assessments are also carried out. This is used to drive up standards.

As well as Feedback and Marking, formal assessment procedures are carried out in order to support the on-going teacher assessment of pupils.

Types of assessment

We use both formative and summative assessment.

Formative is used to inform teachers of pupil's progress on a daily basis, while summative is used to assess pupils learning over time. Formative can be from work in pupils books, by questioning at the start and end of lessons, as recap and more in depth questions during the lesson.

For summative assessment please refer to Assessment timetable Appendix 1.

Monitoring and Evaluation

Both teacher assessments (ongoing daily) and formal assessments (tests) are moderated by the Headteacher every term. Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school improvement.

Following assessment, data is analysed and Pupil Progress Meetings held with all staff to identify pupils who may require further intervention and support. Lesson Observations focus on these pupils to ensure accelerated progress is being addressed within teaching.

The governors are responsible for ensuring the Assessment Policy is followed.

Moderation

Moderation for both accuracy and consistency will initially be across the school and then between other local schools.

Teachers Assessment

On-going teacher assessment is central to pupils making good progress.

All pupils' progress is tracked in books and on our school's electronic system (SIMs) which shows attainment in reading, writing and maths. These are completed regularly, usually when pupils complete a unit of work to inform the planning of next steps.

The assessment descriptors are as follows;

- emerging
- developing

- secure
- mastery

All children will be assessed against the Framework and will have to meet all criteria to be judged at that Level.

In Year 2 and 6 the children's tracking will include the Interim Framework of which they have to achieve all the targets in every section to be judged at Working Towards, Working At and Working At Greater Depth.

'P' Scales for children below Year 1 working towards but are no longer in use. We have adopted The Wakefield Progression Steps in their place. We also use them to support SEN children and children who make smaller progression steps which are not highlighted by the usual assessment criteria.

Marking of work, pupil feedback and summative assessments are all used to inform the ongoing assessments.

Children have learning objectives in their books to track and record their progress in maths. In literacy target stickers on bookmarks are also used. Progress is tracked from entry to school until year 6, passing from teacher to teacher via transition meetings.

Assessment in the FSU

Evidence is collected through observations of the children and dialogue with parents. Learning journals are completed, Tapestry (electronic recording system) and photographs are used to complete a whole picture of children's progress.

The 2 year old check is completed and **all** children are assessed within 6 weeks of starting in the FSU.

The reception aged children complete a baseline assessment in October. Intervention programmes are set up to accelerate learning where required.

Bookmarks with target stickers are used for children to recognise their achievements.

Assessment in Key Stage 1 and 2 (literacy and maths)

Along with formative ongoing teacher assessments in the children's' books they also complete a formal assessment half termly in maths and at the end of a taught unit in literacy. The results of these assessments are entered onto the children's' tracking.

Targets are predicted at the beginning of each year for all children to work towards.

Data is analysed, interventions and Diminishing the Difference is introduced to children who are identified as needing support to achieve their targets. Analysis is also done for gender differences, forces children and those in receipt of pupil premium.

National Assessments such as SATs and the Phonics Screening Check are carried out at the end of year 1 and 2 and SATs at the end of year 6 and year 2.

Assessment in other curriculum areas

Although pupils are not formally assessed in other subjects, we believe it is vital for both the children and parents to know how they are doing and how they can support their progress. Staff complete class trackers for all other subjects which also highlights gaps which help teachers plan accordingly.

SEN

Pupils identified on the SEN register are assessed in line with other pupils on the new assessment system at the year appropriate to their level of achievement. Those with disabilities are assessed using appropriate materials.

Parents Information

We feel it is vital that parents are kept up to date and well-informed of their child's development if they are going to support them.

We have 'Meet the Teacher' meetings for class teacher to disseminate information to parents regarding class teaching, homework and routines. These occur early in the school year and are followed a few weeks later by more formal parent interviews where childrens' targets are discussed and the expectation of parental involvement is made explicit. In addition the children take home Pupil Profile Books once a term for parents to discuss with their child and make a comment. We also have formal parent interviews in the spring term and end of year reports in the summer term.

Roles and Responsibilities

Headteacher / subject coordinators

- Moderate assessments.
- Provide data analysis report to staff and governors.
- Hold teaching staff to account for pupil progress through meetings and Performance Management.

Governors

- Monitor whole school progress data with support of Headteacher.

Teaching Staff:

- Regularly assess pupils and keep up to date tracking records.
- Adapt planning to ensure **all** children make good progress.
- Provide assessment information for children, parents and school leaders.

Teaching Assistants:

- Provide feedback to teachers as on progress and attainment of pupils.
- Give feedback to children both verbally and through marking

Parents/Carers:

- Support the children at home through homework to positively impact on progress.

Pupils:

- To complete all work to their highest standard and use marking and feedback to help them make good progress

ASSESSMENT TIMETABLE				
AUTUMN TERM	What?	Who by?	Children	When?
Writing	Ongoing assessment at end of teaching a genre as appropriate. In Extended Writing books. Termly updates of outcomes on SIMS (individual pupils)	All Teachers	Yr 1 – Y6	Ongoing Aim for minimum of 3 pieces per term : fiction and non-fiction
Reading	Salford Sentence Reading + Comprehension to give initial reading age. Ongoing assessment of reading to establish appropriate reading book level/stage Regular updates of outcomes on SIMS (individual pupils)	Teachers / TAs Y2 – Y6 Teachers and T.A.s	Yr 2 – Y6 YR – Y6	September Ongoing
Spelling	SWST Weekly assessments of spellings	Teachers and T.A.s	Yr 2 - Y6	September & June
FSP	SIMS EYFS profile Baseline assessment Ongoing EYFS profile assessment leading to End of term EYFS profile assessment Ongoing observations and assessments on Tapestry	S.M. and team	YR	Sep. onwards
Maths	Highlight objectives in exercise books (E, D, S). Termly assessment test	Class teachers	Yr 1 – 6 Yr 2 -6	Ongoing and end of terms
Other	Ongoing assessments of other subjects Computing Ongoing assessment using ELIM P.E. assessed termly by Sporting World	Yr1 – Yr6 Teachers	Y1 – Y6	Ongoing
Writing, Reading, Maths (Y6 SPAG)	Pupil progress meetings with Headteacher to set targets and review progress	All teachers and Headteacher	YR – Y6	By end of October.
SPRING TERM	What?	Who by?	Children	When?
Reading	As above (Autumn Term)			
Spelling	As above (Autumn Term)			
FSP	Ongoing observations and assessments leading to end of term assessment	S.M.	YrR	Ongoing

Maths	Highlight objectives in exercise books (E, D, S). + Termly assessment test			Spring ongoing and end of term
Other	Ongoing assessments of other subjects Computing Ongoing assessment using ELIM P.E. assessed by Sports Coach	Yr1 – Yr6 Teachers	Y1 – Y6	Ongoing but completed by end of term
SUMMER TERM	What?	Who by?	Children	When?
Writing	Continue to assess independent writing at the end of teaching a genre (in Extended Writing Books.) Update SIMS.	Y2 – Y6 Teachers	Yr R – Y6	Ongoing
Reading	End of year Salford Sentence Reading and Comprehension to compare with Autumn Update SIMS Phonics screening	Y2 – Y6 Teachers	Y2 – Y6 Y1	Ongoing Yr2 – Yr6 June – Y1 Phonics
FSP	observation & assessment leading to end of year EYFS assessment. Emerging / Expected / Exceeded E.L.G.	S.M.	YR	By end of June
Maths	Highlight objectives in exercise books (E, D, S).	Y1 Teachers	Y1	July
	Termly assessment test	Yr1, Yr3, Yr4 & Yr5 Teachers	Yr1, Yr3, Yr4 & Yr5	May Y6 tests
Other	Ongoing assessments of other subjects Computing Ongoing assessment using ELIM P.E. assessed by Sports Coach	Yr1 – Yr6 Teachers	Y1 – Y6	Ongoing
	Review predictions set in autumn term to assess progress of individual pupils	Yr1 – Yr6 Teachers	Yr1 – Yr6	End of summer term