Assessment Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
September 2024	FGB	September 2027	No	No

Headteacher: Mrs Fiona Micklefield

Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as:

"the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

Assessment for Learning: Assessment Reform Group 2002

Aims

- To identify misconceptions quickly and appropriate help given
- To acknowledge the positive achievements of each child and to plan the next steps
- To gather information to inform teachers' planning
- To allow children to be involved in their own learning
- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school's strategic planning
- To track individual, group and cohort progress
- To inform the Governing Body of the school's standards and achievement
- To ensure the overall achievements of the child can be recorded systematically
- To monitor the school and child's achievements
- To meet the legal requirements for record keeping, assessing and reporting

Effective Assessment

At St Lawrence CE Primary School:

- Formative assessment is ongoing and teachers respond to the needs of all children as necessary.
- Formative assessments enable teachers to plan more effectively
- Summative assessments ensure that all children have an opportunity to show what they know, understand and can do to improve
- Assessment of both types informs parents and ensures they are involved in their child's learning journey.
- Assessment provides the school with information to evaluate work and set suitable targets

Co-ordination of Assessment

All teaching staff work closely with the Headteacher and Deputy Headteacher to ensure progress is being monitored closely throughout the school. Termly meetings are held within key stages to ascertain pupils' progress at specific intervals throughout the academic year.

Reports are presented to the Governors through the Headteacher Report to highlight pupil progress.

Key Features of Assessment at St Lawrence CE Primary School:

Day to day (Assessment for Learning/ AfL)
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. Staff use feedback books to make relevant notes as part of this. Peer and self-assessment is encouraged throughout the school.

Periodic (Assessing Pupils' Progress)
Throughout the school year, teachers collect and collate assessment data as they teach units of work; this data is collected and used to inform the teachers of the child's next steps. The teachers meet with Extended leadership Team (ELT) periodically to discuss pupil progress.

Tracking
All children are tracked using Fischer Family Trust (FFT) and on class windscreens. Each term the teachers uses a range of assessment information to decide whether the child is **Working Towards (WT)**, **at Age Related Expectations (ARE)** or **working at Greater Depth (GD)**. This is recorded on FFT. Children who are not securely on track will receive bespoke intervention work to help them catch up.

Transitional
This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Year 1 phonics test
- Year 4 Multiplication Tables test
- Key Stage 2 SATs which are recorded as a scaled score.
- End of year reports

Target Setting
The school uses Early Years data and FFT to generate targets for end of year and end of KS2 SATs results. These targets are used to track progress.

Pupil Progress Meetings
Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the ELT and class teachers in key stages (KS1, LKS2 and UKS2). This ensures accountability. Pupil Progress Meetings take place termly. Teachers write notes on their class stories prior to the meeting highlighting interventions and areas of concern. The SENDCO is part of these discussions so that SEND and Disadvantaged pupils can be picked up and action take swiftly.

Tracking
All pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups include:

- Pupil Premium pupils
- SEND pupils
- Gender
- EAL

Key Stage SATs analysis
SLT and the Assessment Lead analyse Key Stage results using:

- Perspective Lite
- Fischer Family Trust Data
- Question Level Analysis
- Own school data

Analysis is reported to Governors; subject leaders analyse results and highlight any gaps. The findings are incorporated into the School Improvement Plan.

Foundation Subjects

Assessment of the Foundation subjects continues to be developed. Teachers keep an online record for all subjects.

Reporting to parents

Data in Reading, Writing, and Maths is shared with parents and the child alongside the class teacher, within an interim report in the Autumn and Spring terms with an opportunity to meet the teacher to discuss this at Parent Consultations.

Final reports are given to parents at the end of summer term with information relating to Age Related Expectations. Progress in Foundation Subjects is assessed against the National Curriculum expectations.

In Early Years, 'next steps' are reported to parents each term based on the Prime Areas of Learning. The Early Years data is shared termly showing the children's progress towards the Early Learning Goals in both Prime and Specific Areas of Learning. End of year reports reflect the progress in all areas towards the Early Learning Goals.

Assessment Procedures and Calendar:

Foundation Stage

Information acquired prior to the child starting school via:

- Home visits
- Visits and discussions with Pre-school
- Early Years Transfer Record- completed by nurseries and playgroups

A Baseline Assessment is carried out in the first 3 weeks. Teachers begin to complete the Foundation Stage Profile. Teachers work closely with parents and record achievements on Tapestry for parents to view.

During the year, half termly assessments are made and recorded. Analysis is completed by the Early Years Leader. Evidence is collected for moderation throughout the year with an end of year report sent to parents.

Year 1

- Pupils assessed and results collated termly. Pupil Progress Meetings held to discuss progress.
- Summer Term - Phonics check carried out.
- Floor Book of discussions
- Little Wandle Assessments
- SPAG Grammarsaurus in the Spring and Summer terms
- No More Marking used to make comparative judgements on writing.
- Internal Writing Moderation
- Handwriting – Annual interhouse competition
- Collins Maths Arithmetic and Problem Solving assessments
- End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher for transition

Year 2

- Pupils assessed and results collated termly. Pupil Progress Meetings held to discuss progress.
- Summer Term - Phonics check carried out.
- Little Wandle Assessments
- SPAG Grammarsaurus in the Spring and Summer terms
- PIRA Spring and Summer
- Spring and Summer 100 word read
- No More Marking used to make comparative judgements on writing.
- Internal Writing Moderation
- Handwriting – Annual interhouse competition
- Collins Maths Arithmetic and Problem Solving assessments
- End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher for transition

Year 3

- Pupils assessed against year group expectations and results collated termly.
- Pupil Progress Meetings held to discuss progress. Analysis completed and sent to Assessment Leaders.
- Listening Skills exercise termly
- Annual interhouse Competition for Handwriting
- Reading Rising Stars each half term
- Reading PIRA Termly

- Termly 100 word read
- SPAG Rising Stars half termly
- Internal Writing Moderation
- No More Marking used to make comparative judgements on writing.
- End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher for transition
- Collins Maths Arithmetic and Problem Solving assessments

Year 4

- Pupils assessed against year group expectations and results collated termly.
- Pupil Progress Meetings held to discuss progress. Analysis completed and sent to Assessment Leaders.
- Listening Skills exercise termly
- Annual interhouse Competition for Handwriting
- Reading Rising Stars each half term
- Reading PIRA Termly
- Termly 100 word read
- SPAG Rising Stars half termly
- Internal Writing Moderation
- No More Marking used to make comparative judgements on writing.
- End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher for transition
- Summer term – all children complete the Multiplication Times table check (MTC)
- Collins Maths Arithmetic and Problem Solving assessments

Year 5

- Pupils assessed against year group expectations and results collated termly.
- Pupil Progress Meetings held to discuss progress. Analysis completed and sent to Assessment Leaders.
- Listening Skills exercise termly
- Annual interhouse Competition for Handwriting
- Reading Rising Stars each half term
- Reading PIRA Termly
- Termly 100 word read
- SPAG Rising Stars half termly
- Internal Writing Moderation
- No More Marking used to make comparative judgements on writing.
- End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher for transition
- Collins Maths Arithmetic and Problem Solving assessments

Year 6

- Pupils assessed and results collated termly.

- Pupil Progress Meetings held to discuss progress. Analysis completed and sent to Assessment Leaders.
- Listening Skills exercise termly
- Annual interhouse Competition for Handwriting
- Reading PIRA Termly
- Past SATs papers for Reading, Maths and SPAG throughout the year
- Termly 100 word read
- SPAG Rising Stars half termly
- Internal Writing Moderation
- No More Marking used to make comparative judgements on writing.
- End of year report sent to parents.
- SATs tasks and tests administered, papers analysed
- Y6 class teachers discuss pupil progress with secondary school for transition
- Collins Maths Arithmetic and Problem Solving assessments

Feedback
See separate Feedback Policy.

Primary School Transfer to Secondary School
For pupils leaving the school, up-to-date records are forwarded to the new school.

Head Teacher:
(Fiona Micklefield)

Chair of Governors:
(Paul Whitty)