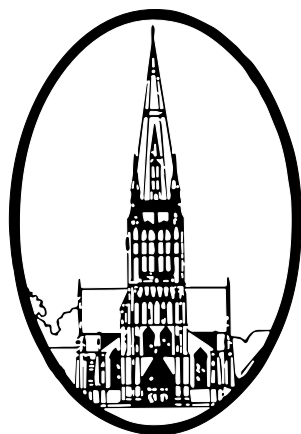


# St. Mary's C. of E. Primary School

*'Through God's love, we strive to be the best we can be.'*



## Assessment policy

Revised: February 2023

Review date: February 2026

There are 4 ways in which teachers assess pupils which make up the assessment toolkit.

### **1. Formative Assessment**

This is an ongoing process which:

- measures the children's learning
- informs our teaching and short-term planning
- supports personalisation of learning

We do this by marking children's work using a whole school approach that encourages an ongoing dialogue through question and feedback in which the children are supported in a self-review of their work. Marking takes the form of, verbal and written feedback, assessment for learning opportunities and success criteria. See marking policy for more details.

### **2. Diagnostic Assessment**

These are the ongoing measures which help us diagnose the child's individual learning profile:

- a) Marking and Feedback (see marking policy)
- b) Ongoing observation of the children across the school, but used with particular reference to the Early Years Foundation Stage Learning and children on the SEN register
- c) Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills e.g. spelling, times tables
- d) End of Unit evaluations undertaken in History, Geography and Science to evaluate pupil learning, skill acquisition, and academic achievement at the conclusion of the topic
- e) IEP Targets which diagnose and set targets for SEN Support children
- f) Checkpoints and Pupil Progress meetings which are used to review progress, attainment, strategies and intervention to ensure continued personalised learning
- g) On entry assessment of mobile pupils undertaken by class teachers/SLT to ensure immediate and appropriate provision
- h) Reading Programmes (Little Wandle and PM benchmarking) tracking progress of reading
- i) Professionals assessments are acted upon and guide teachers in children's next steps

### **3. Summative Assessment**

These are measures which register the children's learning at a certain point in time. We also use them to track the children's progress through the school and target underachievers.

- a) Baseline Assessment which we administer at the beginning of Nursery (approx. 6 weeks after entry) & Reception (approx. 6 weeks after entry) as well as for children transferring mid-year from another school. This gives us our first measure of the child's achievement and alerts us to their future needs
- b) Mid-Year and End of Year assessments which benchmark the children in reading, spelling/grammar and numeracy. The data is added to class tracking sheets and the progress of whole class, significant groups and individual children is measured to inform pupil progress strategy meetings
- c) Cognitive Ability Tests which are undertaken by children at the start of Year 6 as part of the Local Authorities process of allocating places at Secondary Schools. These consist of three short online tests and give predictions of likely end of KS2 outcomes banded according to ability

#### 4. Evaluative Assessment

These are measures used to benchmark the school against other schools nationally and in Hackney and to set targets for school improvement. We do this by:

- a) Key Stage 1 and Key Stage 2 end of year assessments which measure the school against national and local standards and shows year on year achievement
- b) Foundation Stage Profiles which assess Nursery and Reception children against the early learning goals
- c) Year 1 & 2 Phonics Check. All children in Year 1 undertake a phonics check which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national expectation will undertake the check again at the end of Year 2

#### Documentation

A wide range of documentation is in place to support assessment, and analysis of assessment.

- A yearly planner and termly assessment cycle guide staff and also ensure that assessment provision is consistent and continuing throughout the year
- Children's exercise books should always be kept according to relevant policies such as presentation, handwriting and marking
- One page tracking grids, giving an overview of cohorts previous attainment data are kept on the shared drive and used at ppr to ensure good or better progress across key stages.
- Pupil premium pupil tracking provides a log of interventions and soft data for each child.
- Class teachers keep all assessments information for the current year. At the end of the year SLT make arrangements for the assessments to be passed on to the next teacher or another relevant body, and facilitate pupil handover meetings

All data is kept on Arbour and on target tracker. A data booklet is compiled after each checkpoint (December and March).

- A review is written after each data collection point (December and March) and details the attainment and progress of key groups, classes and year groups and makes recommendation on moving forward for whole school, individual year groups and children. The review is shared with the governors
- Pupil Progress reviews (ppr) are led initially by the data provided by the class teacher on target tracker. These reports are available for all teachers to access across the year and are referred to at checkpoints and at ppr . Governors are invited to attend these meetings.

## Inclusion - Special Educational Needs and Disability (SEND) and English as an Additional Language (EAL)

Children with SEN support are included in assessments. Assessments could be made against National Curriculum objectives or in some cases pre-emerging statements .

All pupils with an educational health care plan (EHCP) will have an Individual Education Plan (IEP which outlines additional provision they receive. Pupils identified with significant additional needs, where evidence is also being gathered to support an application for an EHCP will also have IEP targets.

The level of provision given to the child relates to the SEN stage upon which they are placed. This is decided using teacher assessments, the teacher, parents/carers general knowledge of the child and discussions with the child.

EAL pupils benefit from a wide range of AFL strategies and assessments are undertaken in line with whole class assessments.

Children Looked After (CLA) have an annually reviewed Personal Education Plan (PEP) which sets personalised targets. The PEP forms part of their assessments.

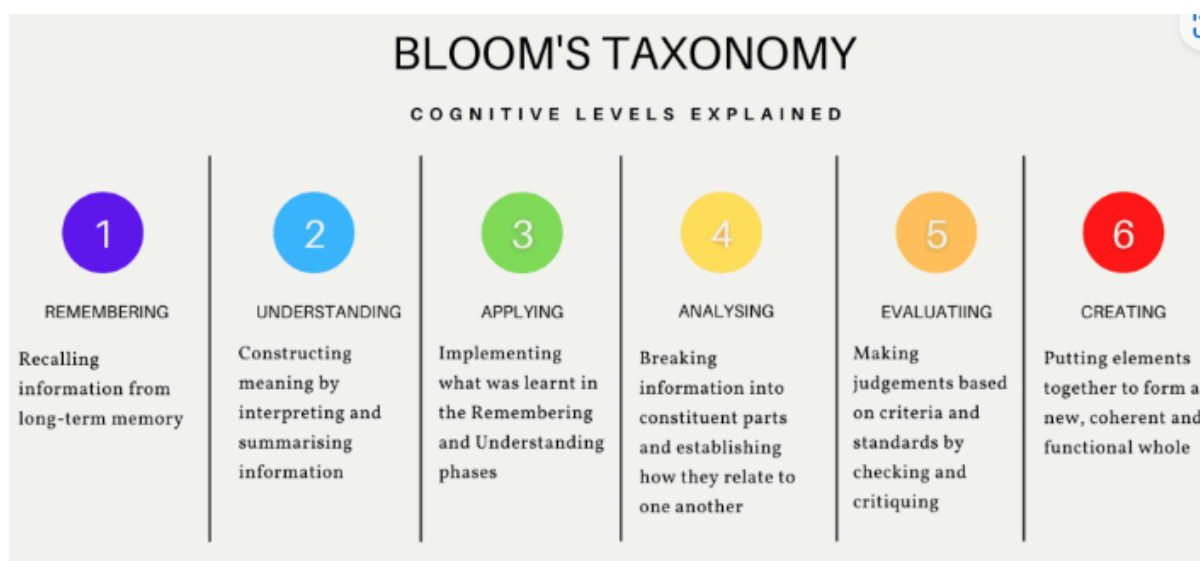
### Most Able Pupils

The 2014 National Curriculum states that “the expectation is that the majority of pupils will move through the programmes of study at “**broadly the same pace**” and that “pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems **before any acceleration through new content**”. There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore assessment for most able children is based around depth and breadth of application. The table below illustrates how teachers can plan for the ‘**Deeper**’ learning:

Depth of learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support/Quantity	Typically, pupils will...
Basic (Remembering)	<ul style="list-style-type: none"> <li>• Low level cognitive demand</li> <li>• Involves following instructions</li> </ul>	Modelling Explaining	Instructional e.g. Steps to Success	Acquiring	High / Some	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise

<b>Advancing</b> (Understanding / Applying /	<ul style="list-style-type: none"> <li>• Higher level of cognitive demand. Involves mental processing beyond recall</li> <li>• Requires some degree of decision making</li> </ul>	Reminding Guiding	Guidance e.g. Remember to include...	Practising	Medium / Most	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare
<b>Deep</b> (Evaluating / Creating)	<ul style="list-style-type: none"> <li>• Cognitive demands are complex and abstract</li> <li>• Involves problems with multi-steps or more than one possible answer</li> <li>• Requires justification of answers</li> </ul>	Coaching Mentoring	Learner generated	Deepening understanding	Low / All	Solve non-routine problems, appraise, explain concepts, hypothesis, investigate, cite evidence, design, create, prove

**When planning questions teachers might consider Bloom's taxonomy hierarchy of questions which will support them in planning for deepening learning questions.**



### The Assessment Cycle

- Three summative assessment periods in December, March and June
- Termly phonics checks for Reception, Year 1 and Year 2
- Termly pupil progress reviews
- Half termly checks in Year 2 and 6

### EYFS to Year 6

<b>September</b>	Class context & intervention meetings Y1-6	<ul style="list-style-type: none"> <li>• Using June data new class teachers establish class need using pupil and groups data</li> <li>• Focus on provision for individual pupils below expected</li> <li>• Identification of focus children</li> <li>• Provision map reviewed</li> <li>• Data used to set performance management targets</li> <li>• Groups analysis to inform provision</li> <li>• From this point continuous observations recorded in pupil assessment folders benchmarked against EYFS framework expectations &amp; recorded &amp; analysed on SIMs</li> </ul>
<b>October</b>	EYFS Baseline  EYFS Class Context Meetings  Year 2 & 6 Progress Reviews	<ul style="list-style-type: none"> <li>• Using baseline data class teachers establish class &amp; group need</li> <li>• Focus on provision for individual pupils below expected</li> <li>• Identification of focus children (approx. 1/3 of class)</li> <li>• Provision map reviewed</li> <li>• Data used to set performance management targets</li> <li>• Following of test timetable and gap analysis to track pupil progress</li> <li>• Vulnerable pupils identified and targets set</li> </ul>
<b>December</b>	Data Collection Week  Year 2 & 6 Progress Review  Phonics Check	<ul style="list-style-type: none"> <li>• Data gathered for R,W,M,GSP, Science EYFS, RE and subjects covered this term</li> <li>• Cohort and groups data compiled</li> <li>• EYFS progress check</li> <li>• Moderation meeting</li> <li>• Termly reporting to parents</li> <li>• Following of test timetable and gap analysis to track pupil progress</li> <li>• Vulnerable pupils identified and targets set</li> <li>• Check undertaken for pupils in Year 1 and Year 2 retakes</li> </ul>
<b>January</b>	Pupil Progress Meetings  Year 2 & 6 Progress Reviews	<ul style="list-style-type: none"> <li>• Pupil and Cohort progress measured</li> <li>• Discussion for key groups: PPG, Most Able, SEND</li> <li>• Focus on pupils not making progress &amp; those below expected</li> <li>• Provision map reviewed</li> </ul>
<b>February</b>		<ul style="list-style-type: none"> <li>• Following of test timetable and gap analysis to track pupil progress</li> <li>• Vulnerable pupils identified and targets set</li> </ul>

<b>March</b>	Data Collection Week  Phonics Check	<ul style="list-style-type: none"> <li>• Data gathered for R,W,M,GSP, Science EYFS, RE and subjects covered this term</li> <li>• Cohort and groups data compiled</li> <li>• EYFS progress check</li> <li>• Moderation meeting</li> <li>• Termly reporting to parents</li> <li>• Following of test timetable and gap analysis to track pupil progress</li> <li>• Vulnerable pupils identified and targets set</li> <li>• Check undertaken for pupils in Year 1 and Year 2 retakes</li> </ul>
<b>April</b>	Year 2 & 6 Progress Reviews	<ul style="list-style-type: none"> <li>• Following of test timetable and gap analysis to track pupil progress</li> <li>• Vulnerable pupils identified and targets set</li> </ul>
<b>May</b>	End of Key Stage SATs KS1 and KS2	<ul style="list-style-type: none"> <li>• Statutory assessments for Reading, Writing, Maths, Grammar, Spelling ,Punctuation &amp; Science undertaken in Year 2 and 6</li> <li>• Outcomes for Reception children summarised against each area of learning and reported</li> </ul>
<b>June</b>	Data Collection Week  Year 1 Phonics Check	<ul style="list-style-type: none"> <li>• Data gathered for R,W,M,GSP, Science</li> <li>• Annual progress measures established</li> <li>• Using Target Grids &amp; summative tests</li> <li>• Cohort and groups data sets compiled</li> <li>• Provision map reviewed</li> <li>• Year 1 Phonics check undertaken within statutory timeframe. Repeat Y1 phonics test for underachievers</li> </ul>
<b>June (late)</b>	Pupil Progress Meetings	<ul style="list-style-type: none"> <li>• Pupil &amp; Cohort progress measured</li> <li>• Focus on pupils not making progress &amp; those below expected</li> <li>• Provision map reviewed</li> </ul>
<b>July</b>	Handover meetings	<ul style="list-style-type: none"> <li>• Summative data passed on to new class teacher</li> <li>• Performance management targets reviewed</li> <li>• Termly reporting to parents</li> </ul>