



ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL
Assessment Policy

The heart of the prudent getteth knowledge; and the ear of the wise seeketh knowledge
Proverbs 18:15

Rationale

Assessment is focussed on improving teaching and raising achievement for pupils. It is integral to classroom practice in ensuring high-quality, in-depth teaching, supported by in-class formative assessment.

Assessment for learning

Pupils' strengths and misconceptions are identified and acted on by teachers during lessons to remedy where pupils do not demonstrate knowledge or understanding, to deepen the knowledge and understating of the most able and to inform future lessons and teaching. Pupils are involved in this assessment process and take on responsibility for their own achievements by reflecting upon their progress, understand what their strengths are and identify where they need to improve. They have specific targets to work towards including whole school curricular targets, termly targets and daily targets.

Attainment and Progress

We track on-going pupil attainment and progress towards each year group's curriculum objectives in the National Curriculum core subjects: Reading, Writing, Maths and Science. This supports growth of pupils' breadth and depth of knowledge, understanding and skills. It helps identify areas of strength and areas for development, as well as ensuring curriculum coverage for each pupil. Pupils who are working below age-related expectations are identified and provision is made to address their needs. This is regularly discussed and evaluated with the Headteacher at the start of every term.

Target setting

Pupils are set aspirational targets and teachers ensure that children are on track to meet or exceed these expected standards by the end of the key stage, and that more able pupils undertake work that deepens their knowledge and understanding.

Day-to-day in-school formative assessment

Day-to-day formative assessment focusses on informing teaching and learning. It identifies learning needs and provides information for teachers and pupils about where they are going, how close they are and what they need to do to get there. This includes: question and answers in class, marking of pupils' work, observational assessment, and short re-cap quizzes.

In-school summative assessment

Summative assessment evaluates how well the pupils are doing against their relevant age-related expectations as set out in the National Curriculum. It identifies where pupil knowledge and understanding is secure and areas where there are gaps. Focussing assessment on the

curriculum allows for clearer communications with parents and carers to provide a sense of how to support their child to build and develop deeper or wider understanding.

Summative assessment includes end of unit / topic tests and end of year tests. At St. Mary's we have a range of materials to draw upon and these may include:

- Reading: NGR tests, NFER tests, Testbase, GPS tests
- Mathematics: NFER tests, Testbase
- Science: Edukent tests, Ogden Trust tests

This information, coupled with on-going teacher assessment, is recorded at the end of each term on the school Markbooks for Reading, Writing, Mathematics and Science. The gradings of which are:

Assessment	Code	Description
Exceeding	Exc	Working at greater depth within the expected standard.
Expected	Ex	Working at the expected standard
Emerging	Em	Working towards the expected standard

This enables teachers to identify pupils who are falling behind in their learning and implement strategies to address this, those who need additional support to reach their full potential, or recognise pupils with exceptional performance.

Nationally standardised summative assessment

The school undertakes National standardised summative assessments:

- EYFS: Baseline Assessment
- Year 1: Phonic Screening
- Year 2: Reading, and Mathematics, alongside Teacher Assessments for Writing and Science
- Year 6: Reading, Mathematics and Grammar, Punctuation & Spelling, alongside Teacher Assessments for Writing and Science

These outcomes are evaluated by teachers, co-ordinators, the Headteacher and Governors, and actions undertaken to address any issues and further improve teaching and learning.

Accuracy of Assessment

To ensure accuracy and consistency of assessments throughout the school, teachers undertake internal and external standardisation and moderation. DfE exemplifications are used to benchmark standards and we work together with other schools to moderate assessment for all year groups.

Records

All records are shared at points of transfer to ensure continuation and progression of learning.

Reporting to parents

We hold Parent Consultations in the autumn and spring terms during which we discuss attainment, progress, attitude, behaviour and specific targets to work on at home and at school. In July, a written report includes any nationally standardised summative assessments undertaken.

Other related policies

- Curriculum
- Marking and feedback

Governance, management and evaluation

The Headteacher is responsible for maintaining, reviewing and updating this policy where necessary. Through regular discussions with teachers, it is reviewed to ensure that assessment is an integral part of teaching and lies at the heart of promoting all pupils' education.

Lesson observations, book trawls, pupil voice, pupil work, teacher assessment information and nationally standardised summative assessments, are all used by school leaders and Governors to evaluate and improve outcomes for pupils and the effectiveness of teaching and learning.

Headteacher: Mr Steve Jones

Chair of Governors: Mr Peter Cannings

Date: 28th February, 2018

Review date: February 2020