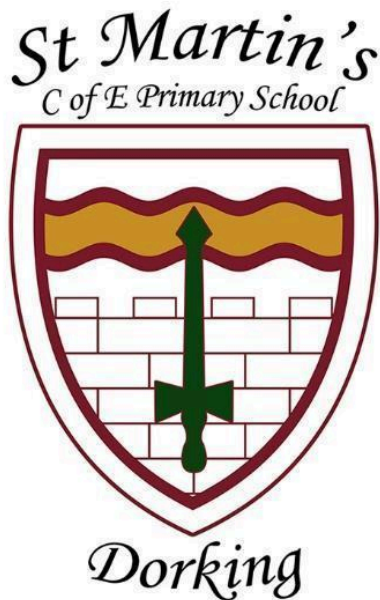


# St Martin's C of E Primary School

*'Inspiring children to be the best they can be'*



## Assessment Policy

Summer 2024

To be reviewed - Summer 2026

# St Martin's C of E Primary School Assessment Policy

*'Inspiring children to be the best they can be'*

## AIMS

- To recognise and take account of the variety of prior learning experiences, learning styles and multiple intelligences of all pupils.
- To enable pupils, staff and parents to identify achievements and plan for future progress, always striving to raise standards and improve children's learning.
- To assist with continuity and progression throughout the school.

## RATIONALE

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

## USING THE PRINCIPLES AND PROCESSES OF ASSESSMENT, WE AIM TO:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development in order to raise standards and achievement through the school
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

## TYPES OF ASSESSMENT:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during every lesson. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teachers' own record books, or the children's own books.

Summative: These occur at defined periods of the academic year such as pre-determined

SATs tests or tests given at the beginning or end of a unit of work. Summative tests help teachers in making end of term progress and attainment judgements.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo.

At KS1 and KS2, our aim is for all children to meet the National Curriculum end of year expectations for their year group; some will surpass these expectations and deepen their knowledge within their year group to ensure learning is secure and can be applied in a range of different contexts.

### Reading and Writing

To assess reading and writing we are using the Local Authority end of year group indicators to assess children's progress in meeting these standards; working towards end of year expectations; working at end of year expectations and working at a greater depth within the expected standard. These assessments may also be supported throughout the year by using past SATs papers, phonic assessments, SumDog Multiplication assessments, Scholastic reading comprehension and SPAG papers and TestBase papers (summer term) depending on the child's age and ability to support the teacher assessments.

### Maths

To assess maths we are using the Local Authority end of Year group indicators to assess children's progress in meeting these standards; introduction/independence; application/mastery and surpassing. These assessments may also be supported throughout the year by using past SATs papers, timetable assessments, Scholastic and or White Rose end of block assessment papers, depending on the child's age and ability to support the teacher assessments.

For a child to meet the criteria, all criteria in the previous standard must be met. (see Appendix I for a full explanation of assessment criteria in the core subjects)

### Science

To assess science we are using end of year indicators to assess knowledge and understanding and scientific enquiry skills.

### Foundation subjects

To assess the foundation subjects we are using Chris Quigley milestone indicators which assess over a 2 year period; milestone 1 for years 1 and 2; milestone 2 for years 3 and 4 and milestone 3 for years 5 and 6.

## MFL

To assess Modern Foreign Languages, we use a combination of Chris Quigley milestones, NC 2000 levels and the languages framework to ensure all four key skill areas are taken into account.

Information regarding intervention and extension for children working significantly above or below average is to be found in the Special Educational Needs and More able, Gifted and Talented policies respectively.

Standardisation of assessment is monitored by Subject Leaders, the Senior Leadership Team and by joint standardisation sessions with other, TAMAT and or Dorking Partnership schools.

## ASSESSMENT IN EARLY YEARS

Teachers liaise with local nurseries and feeder settings with regards to each child's development before entry to St Martin's. Reports and records are passed from feeder settings to Reception class teachers where available. The Reception baseline assessment takes place at the beginning of the Autumn term which is used to measure the children's progress throughout their primary school experience.

Ongoing assessments help to monitor each child and take place through regular observations, discussion, photographs, record keeping and planned assessments.

The children are assessed and tracked using check points generated from the 'Development Matters in the Early Years Foundation Stage', which is recorded at the end of each term. The EYFS team will make a final judgment against the 17 Early Learning Goals.

The EYFS Profile is used to summarise children's attainment at the end of the EYFS. The EYFS Profile outlines each child's attainment in relation to the 17 Early Learning Goals.

Reception teachers attend termly moderation standardisation training in order to standardise our teacher assessment judgements with regard to the EYFS Profile.

At the end of June, the LEA is given a summary of each child's achievement profile. This information is also used to report on the progress in each of the seven areas of learning to parents.

An end of year report summarising the achievements from the EYFS Profile is sent to parents. The profile data is discussed with the Year 1 teachers so that they can continue to help the children to achieve the Early Learning Goals if they have not done so before they can access the National Curriculum. The EYFS team use 'Tapestry' to communicate and share individual achievements with parents.

In line with the school's initiative in Assessment for Learning, the Reception children are beginning to self-assess and peer-assess their own learning based on the steps to success outlined by the teacher. Teachers monitor progress to ensure that all children develop well in all areas. Where appropriate, action will be taken to provide necessary support.

## RECORDS AND RECORD KEEPING

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teachers' plans
- Children's work
- Teachers' notes e.g. Significant outcomes
- Teachers' mark books,
- Y4 MTC weekly progress tracking (Y3 in the summer term)
- National baseline, EYFS profile
- Individual portfolios
- End of year pupil reports

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the National Curriculum subjects. This is completed by the teacher on an ongoing basis and transfers with the child to the next class, or moves with them to the next phase of their education.

## STANDARDISATION/MODERATION

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for Year group indicators in the following ways:

- With colleagues in school
- With colleagues from other schools within Surrey
- By attending LEA sessions to ensure our judgements are in line with other schools
- By using the Government exemplification materials

School portfolios of moderated work will be kept by curriculum leaders.

## REPORTING

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children.

A full written report for each child is sent to parents, once a year, at the end of the Summer term. The report will indicate progress made in the core subjects and indicate attainment in the core and foundation subjects in line with age related expectations.

In February, an Interim Report which outlines a child's attainment and progress profile are also sent home. Targets for reading, writing and maths are also set for both reports (see appendix I).

For children in specific year groups, additional information including details of the Phonic screening check (Year 1), Multiplication check (Year 4) and SATs testing (Year 2 and 6) will also be provided (see appendix II).

Statutory Assessments:

October - Reception Baseline

May - Year 6 children will sit statutory tests (SATs)

June - Year 2 SATs (June) in an informal manner to support Teacher assessments

June - Year 4 will sit the statutory MTC.

June - Year 1 statutory Phonic assessments

Parents are invited to attend formal interviews with the teacher during the Autumn and Spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or Headteacher/Phase leader at other times.

## MONITORING AND EVALUATION

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.