



St Michael with St Thomas C of E Primary School



Assessment Policy

Author: SLT

Owner: St Michael with St Thomas SLT

Date adopted: Summer 2017

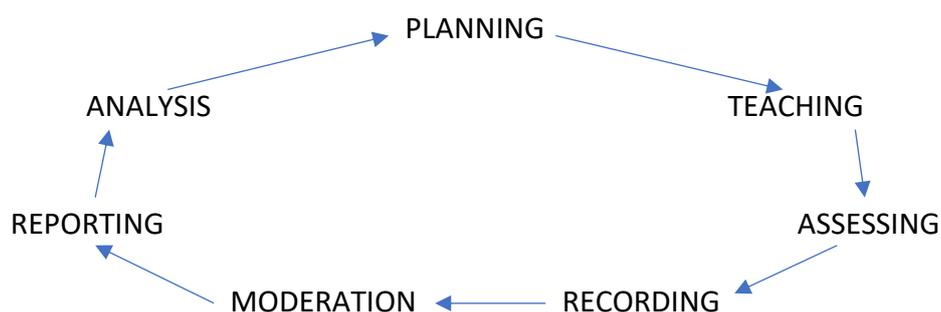
Review: Summer 2020

ASSESSMENT POLICY

POLICY STATEMENT

At St Michael with St Thomas we want assessment to be the estimation and evaluation of the quality of teaching and learning that is taking place within school. It is a process that involves gathering evidence, making judgments, recording, reporting and reflecting. It is only after this process has taken place that decisions can be made as to the progress made by each child and the steps to be taken in relation to future planning. Our assessments also provide information for others including; parents, outside agencies, SENCO and other teachers.

THE ASSESSMENT CYCLE



AIMS

- Assessment should be formative and summative
- Information provided by assessments should inform planning and should be used to determine appropriate future provision for the individual, group or class
- Teachers should draw upon a wide range of assessment strategies in order to provide appropriate opportunities for pupils to demonstrate achievement
- Recording systems should be effective and manageable
- Statutory requirements for Assessment, Recording and Reporting should be fulfilled ☐ Assessment judgements will be standardised throughout the school
- Through the Target Setting Process pupils will be involved in their own assessment and have their achievements and successes recognised
- Recording of assessment should focus on Key Learning Objectives and success criteria and track significant progress

TYPES OF ASSESSMENT

• FORMATIVE ASSESSMENT

At St Michael with St Thomas all teachers assess their children regularly so they can confirm learning and plan the next stage of each child's progress. The teacher will assess the Learning Objective of the lesson and assess whether children have achieved the success criteria through;

- Observation
- Discussion
- Questioning
- Marking of work

• ASSESSMENT FOR LEARNING

All teachers and pupils will use Afl techniques and skills as a way to assess learning in a lesson. Pupils will use these techniques to assess themselves and their peers. Afl techniques link closely

with Kagan Structures and Mind Friendly Learning techniques which are used across the school in order to assess learning, by both children and teachers.

- **PUPIL SELF ASSESSMENT**

All pupils in KS2 will use engage with the assessment of their learning through their responses to the work, various success criteria, discussions with school staff etc.

- **SUMMATIVE ASSESSMENT**

Summative assessments are used to help decide what a child can do at a particular time. They can confirm monitoring of progress and impressions formed during ongoing assessment. This is done by;

- Baseline Assessment
- A range of tests including PUMA Tests, Rising Stars Optional Tests, Testbase Optional Tests, NFER Tests
- Boxhall profiles

DIAGNOSTIC TESTS

These are carried out by teachers to help identify strengths and weaknesses of individual children. They can be linked with support agencies through the SENCO.

ASSESSMENT PROCEDURES

The procedures used for assessment at St Michael with St Thomas are tabulated below.

WHAT IS ASSESSED?	HOW?	WHEN?	WHERE IS IT RECORDED?
READING	Guided Reading	Weekly	Child's Reading Record Teachers Reading File
	Reading Tests (Y2 – Y6) (Rising Stars/NFER)	4 assessment period throughout year	Teachers Assessment File School Tracking Chart
	Assertive Mentoring Reading Criteria	4 assessment period throughout year	Assessment file
WRITING	Marking of children's work	Daily	Child's English Book
	3 Assessed pieces of writing (One must be nonfiction)	4 assessment period throughout year	Writing File Tracking Chart Teachers Assessment File
HANDWRITING	Handwriting Assessment	Termly	Handwriting and Presentation Portfolio
SPELLING	Spelling tests	Weekly	Teachers record book Homework books to communicate results to parents
	National Curriculum Spelling test (Y1-6)	Termly	Teachers Assessment File School Tracking Chart
MATHEMATICS	Marking of children's books	Daily	Child's Maths books
	Maths Assessments (PUMA/ NFER)	4 assessment period throughout year	Teachers records Tracking chart
	Rising Stars Arithmetic Assessments	Fortnightly	Teachers record book Homework books to

			communicate results to parents
SCIENCE, ICT, RE & FOUNDATION SUBJECTS	Marking of pupils' work	Weekly	Children's books
	Assessment against ARE assessment statements for each subject/ each unit	Termly Annual %	Teachers Assessment file Whole school subject overview in Principal's Standards File
FOUNDATION STAGE	Individual assessments	Weekly	Teachers Assessment file
	End of EYFS Profile	End of EYFS	Tracking Chart Profile

SCHOOL TRACKING CHART

The School Tracking Chart monitors the progress of each child throughout the school from Reception to Year 6. Feedback from the Tracking Chart is given to staff and governors on a regular basis to ensure that pupils not making adequate progress are identified and procedures put into place to address issues.

TARGET SETTING

Target Setting allows us to ask key questions about performance; How well are we doing? How well should we be doing? What more should we aim to achieve? What must we do to make this happen? What action should we take and how do we review progress?

Class targets for English and maths are set every September and are based upon the results and the analysis of teacher assessment/ test papers completed at the end of the Summer Term and taking into consideration end of KS1 results.

Individual/Group Target Setting takes place after each assessment period). The children are set maths and English targets (reading, writing and spelling). Pupils also set one target of their own linked to any area of their choice. This helps children learn more effectively by making clear what it is they need to do in order to improve. Children in the Foundation Stage are set targets based upon Early Learning Goals within the Foundation Stage.

Children's targets are in homework books so parents have access to them and can support their child with work and encouragement at home. Targets are also in key books within schools and displayed in the classroom, to ensure ownership from each child.

TARGET SETTING DATA

In our school we use a wide range of information to support target setting processes. Teachers and Governors are familiar with

- RAISEonline
- National Tests for 7 and 11 year olds
- Foundation Stage Early Learning Goals

TARGET SETTING ACROSS THE CURRICULUM

At St Michael with St Thomas we set a range of different types of targets. We set targets for our children's performance in the national tests at age 7 and 11 in English and

maths. We set targets for these subjects in each year of KS2. In KS1 we set targets in reading, writing and maths for each year.

REPORTING

- **Written Reports**

The end of year report provides opportunities for comments by; class teacher, Principal and parent. Reports are summative and informative; they provide information on children's progress and achievements throughout the year. The reports are written in the Summer Term. They follow the agreed procedures laid down by legislation and report on all legal requirements. A child's attendance record is also noted. Opportunities are given for parents to discuss the report with the class teacher and provide a written comment.

Home/school reading records provide a two-way communication about each child's reading progress. These records are exchanged daily.

Homework contains children's work to be completed at home. They are sent home every Thursday and must be returned by Tuesday in every class from Reception to Y6. Parents are also given weekly test scores at the back of the book in the form of a grid. Parents are free to write comments in this book.

- **Verbal Reports**

Parent's Interviews in which the class teacher meets with the child and parent are held twice a year, once in the autumn term and once in the spring. Parents have the opportunity to discuss their child's progress with the class teacher. Records are used to inform the meetings. Other meetings with the class teacher can be arranged by appointment before or after school.

- **Reporting between staff**

This is done formally at staff meetings and informally. At the end of the year a Transition Meeting takes place where individual records are given to the next teacher, a school designed transition proforma is passed on and general discussions take place with relevant information being transferred.

ASSESSMENT TRANSFER

Procedures are in place to ensure that the right information is transferred to the right people whether it be the next years teacher, the next Key Stage, another Primary School, Secondary School, Parent or Governors. The following information is given at the appropriate times;

- Summative assessments
- Formative assessments
- Information on pupils' strengths, areas for development and interests
- Information on pupils' behaviour
- Information on pupils' attendance
- Details of pupils' SEN/G&T
- Details of pupils for whom English is and additional language
- Annual Report to parents
- End of KS assessments
- Pupil Portfolios
- Any confidential information