

East Crompton St George's CE Primary School

Assessment Policy Autumn 2021



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Head Teacher

At East Crompton St George's we let our LIGHT shine

Love of Learning. Independence. God in our Hearts. High Achieving. Together as One Family.

Overview of Assessment

At St Georges, assessment is an ongoing process which underpins the planning and learning that takes place throughout the school. 'Assessment For Learning' strategies are used during every lesson to assess the children's progress and next steps. Teachers assess the children in reading, writing and maths as well as the foundation subjects every term using target tracker which enables teachers to pin point pupils academic achievement level.

The Purpose of Assessment

Teachers assess to:

- Inform planning - teachers assess what children know and use this to inform next steps within planning.
- Ensure learning opportunities reflect the needs of all children.
- Identify children who are falling behind and therefore plan support to address their needs.
- Identify children exceeding their age-related expectations and therefore, plan work to extend them further.
- Provide parents with information about their child's learning.
- Provide useful data for analysis, whole school planning and Accountability.

Tracking Attainment and Progress.

At St George's our main assessment tracking system is Target Tracker. To track pupil attainment the Target Tracker system has a number of steps.

Each year band has been broken down into six steps: beginning (b) beginning + (b+) working within (w) working within + (w+) secure (s) secure+ (s+)

The three broader sections may be thought of in these terms:

- Beginning –Pupil learning is focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.
- Working Within –Pupil learning is fully focussed on the criteria for the band. Up to 70% of the statements are confidently achieved.
- Secure – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining confidence in some minimal elements but the broad expectations for the band have been met.

For children to be working at age related expectation, they need to reach the secure (s) step at the end of the appropriate year (W+ for a child that has met the year criteria but is not as strong as the secure children). Secure + effectively represents the consolidation and mastery of the band.

Formative Assessment

This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis. Teaching is then adapted, and interventions/support are put into place in response to this.

This type of assessment is embedded across all lessons in all subjects (foundation as well as core) Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective – these can include

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and post its to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of lessons based on individual learning objectives and the Success Criteria.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Formative assessment is used to show what pupils have learned and what they still need to work on. It is essential that the teachers then use the information from formative assessments to impact the lesson that they are in, future lessons and interventions/support when appropriate.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period. This can be done using a gap analysis, teacher made assessment and or test.

Assessment in reading

Reading is assessed through ongoing assessments in guided and whole class reading. Teachers make notes against the year group criteria that the children are being assessed against as they read. To assist in the assessment and targeting gaps the children are tested at least termly using gap progress tests. These will not tell the teacher exactly where the children are against age related expectations but they will inform the teacher of gaps that need to be targeted. Teachers use evidence from these sources to then highlight the statements on target tracker and make the final decision of which band the child is within.

Assessment in writing

Writing is assessed through the progress that children make between their hot and cold write. Teachers also use assessment pieces of writing using a genre that has been taught previously with minimal input. Evidence that is gathered is then used to highlight statements and make a final judgment on target tracker.

Assessment in Maths.

Maths is assessed termly with the use of short tests based on previous learning. This is then analysed and support is given to children where appropriate. To support assessment, teachers use formal tests termly, arithmetic tests half termly and school-based chapter tests (from Maths no Problem scheme) as necessary. Each form of assessment in addition to ongoing assessment informs judgements on target tracker.

Foundation Subjects

Foundation subjects are assessed using target tracker. Teachers use ongoing assessment and pre and post assessments to complete the statements on Target Tracker.

Religious Education is assessed using the half termly school-based assessments but overall judgements against ARE are made on Target Tracker.

PSHE is assessed through unit assessments from the Jigsaw PSHE programme.

Nationally Standardised Summative Assessment

Children are assessed through a Baseline Assessment within the first six weeks of entering Reception, SATs tests at the end of year 2 and year 6, phonics assessment in year 1 and year 2 resits, and the year 4 multiplication check. Parents are informed of these summative assessments through information evening, reports and the appropriate data sent home.

Baseline Assessment

The baseline assessment takes place within the first six weeks of a pupil starting their Reception year. This is carried out on an individual basis with a familiar adult, usually the class teacher. The purpose of the assessment is to ascertain a child's starting point as they enter the Primary phase of their education. It enables the class teacher to gather information about what they can do and what they find challenging. The data is added to a portal for National analysis and is used to inform expected achievements at the end of key stage 2 when pupils are assessed through SATS.

Phonics Test

The phonics screening check is a short, assessment carried out in year 1, to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra support to improve their reading skills. Pupils who do not meet the standard in year 1 will retake the check in year 2 so that school can track children until they are able to decode. This is undertaken in all state schools in Year 1 and for children in year 2 who did not meet the year 1 standard. They are administered internally by teachers with data collated Nationally.

The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half pseudo (made up words), which Year 1 children read to a teacher.

Pseudo are included because they will be new to all children, so there will not be a bias to those with a good vocabulary knowledge or visual memory of words. The pseudo words are presented alongside a picture of an imaginary creature, and children can be told the non-word is the name of that type of creature.

Key Stage 1 SATs – Year 2

The year 2 teacher is responsible for judging the standards a child is working at in English reading, English writing, mathematics and science, by the end of key stage 1. To help inform those judgements, pupils sit national curriculum tests in English - reading and mathematics, commonly called SATs. They may also sit an optional test in English grammar, punctuation and spelling. The tests are a tool for teachers to help them measure a child’s performance and identify their needs as they move into key stage 2. They also allow teachers to see how each child is performing against national expected standards. Pupils may not even know they are taking them as many teachers will incorporate them into everyday classroom activities. The information from these tests, as well as work produced throughout the year, will give the teacher the information they need to accurately assess the children as working below, within or above the standard.

Writing is assessed through independent work produced throughout the year. Teachers use Government produced exemplars to support their judgement of writing.

Structure of the tests

Subject	Test paper
Reading	Short text including questions Long test with separate questions
Mathematics	Arithmetic Mathematical reasoning
Grammar, punctuation and spelling (optional test)	Spelling Punctuation and grammar including vocabulary

Multiplication Tables Check – Year 4

The purpose of the Multiplication Tables Check is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help teachers to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

It is an on-screen check consisting of 25 times table questions. Children will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete

Key Stage 2 SATs – Year 6

Children in year 6 will take national curriculum tests (SATs) in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made between the key stages and identify if they need additional support in a certain area. The tests are also used to assess schools’ performance and to produce national performance data. The key stage 2 tests will be taken on set dates unless your child is absent. These tests are externally marked and results sent to school.

Writing is assessed through independent work throughout the year. Teachers use Government produced exemplars to support their judgement of writing.

Structure of the tests

Subject	Test paper
English grammar, punctuation and spelling	Punctuation and grammar including vocabulary Spelling
Reading	One test paper based on three passages of text.
Mathematics	Paper 1 arithmetic Paper 2 and 3 mathematical reasoning

EYFS Assessment

Throughout the early years setting teachers use the EYFS framework and Development Matters as part of their daily observation, assessment and planning. Ongoing formative assessment is at the heart of effective early years practice. Staff make regular observations of how children interact and learn. Data is then logged onto target tracker termly and daily observations are logged on Learning Book.

Assessment for Learning

Assessment for learning is a key part of our approach to teaching and learning at St George’s Primary School. Staff use success criteria, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our effective marking allows the children to know what they have done well and what they need to develop further to improve.

Pupil progress and Moderation Meetings

Pupil Progress meetings are held termly. The class teacher and assessment lead look at the previous half terms data focussing on attainment and progress of both the class and individual children. Where progress or attainment is not as expected children are then targeted for specific intervention/ support.

Alongside these meetings there are termly moderation meetings with the assessment lead, maths lead or English lead. These mimic the process of moderations where at least three children are selected in one or more of the three core areas and evidence is brought to the meeting to discuss the child's attainment and progress. The school will add additional meetings if leadership believe this is a necessary part of supporting a teacher.