



ASSESSMENT POLICY

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1. 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 lessons 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 pinpoint pupil's academic achievements.

2. 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, ensure that the children are working within a mastery level.
- Provide parents with information about their child's learning.
- Provide useful data for analysis and whole school planning.

3. 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 are 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 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.

4. Formative Assessment

This is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis. Teaching is then adapted, and support is 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.
- 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.

5. 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.

6. Assessment in Reading

Reading is assessed through ongoing assessments in guided and whole class reading. 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 in line with 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.

7. 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.

8. 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 Maths No Problems reviews and end of chapter consolidation a period of time after the chapter has finished. This allows the teacher to target any misconceptions or gaps from a specific chapter of learning. Each form of assessment in addition to ongoing assessment informs judgements on target tracker.

9. 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 termly using target tracker.

10. 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 6 and optional tests at the end of year 2, phonics assessment in year 1 and year 2 resits, and the year 4 multiplication check. Parents are informed of these summative assessments through information evenings, reports and the appropriate data sent home.

11. EYFS Assessment

Formative and summative assessment are also used in EYFS. On-going formative assessment is carried out by the teacher on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning. Summative assessment takes place twice in the early years.

The first assessment the children complete is a 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 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.

The second assessment takes place towards the end of the Early Years Foundation Stage when children are in the final term of the reception class. This 'sums up' all the different information from on-going assessments that have been made about the child. This information is added to a record of children's achievement which is related to the Early Years Foundation Stage Profile. The EYFS Profile assessment is based on the 17 Early Learning Goal (ELGs) descriptors. A child will be assessed holistically, as the Early Learning Goals intersect with one another, and can be evaluated as having a 'good level of development' (GLD) or they can have an outcome of 'emerging'. GLD is defined as reaching the expected level in the prime areas of learning (along with specific aspects of mathematics and literacy).

12. 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 consists of a list of 40 words, half real words and half pseudo (made up) words. 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. The phonics screening check is administered internally by teachers, with data collated Nationally.

Pseudo words 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.

Phonics is assessed and tracked regularly through RWI assessments within school. These allow the phonics lead to analyse which children are progressing and which children may require additional support. Children are grouped each half term according to the results of the assessment.

13. Key Stage 1 SATs – Year 2

KS1 SATS are no longer statutory but are provided to schools as an optional aid to assess attainment at the end of KS1. At St George's we complete the optional year 2 SATs tests as additional evidence for teacher judgements. 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 tests as the teacher 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 expected 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	Spelling
	Punctuation and grammar including vocabulary

14. Multiplication Tables Check – Year 4

The purpose of the Multiplication Tables Check is to determine whether pupils can recall their times tables fluently, this 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.

The multiplication tables check is an on-screen check consisting of 25 times table questions. Children are given 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

15. 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 measure if a child is working at age related expectations and the progress pupils have made. The tests are also used to assess schools' performance in relation to national performance data. The key stage 2 tests are taken on set dates, following a timetable which is set nationally. If a child is absent, they are unable to take the test on a different day. Tests are externally marked, and results shared with school via an online platform.

Writing is assessed through independent work throughout the year. Teachers use Government produced exemplars to support their judgement of writing. Writing is moderated on a four-year cycle by the local authority.

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

16. 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 targeted for specific intervention/ support.

Moderation meetings are held alongside these meetings with the assessment lead, maths lead or English lead. These follow the process of LA moderation 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 necessary to support the class teacher.