

Assessment



St Mary's Church of England Primary School
Established 1845

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St Mary's we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons (SEND Register)
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process.
- Regularly share these targets with parents to include them in supporting their child's learning.
- Where appropriate pupils to evaluate their own work against success criteria based upon specific, key learning objectives (Self-Assessment)
- Mark work so that it is constructive and informative in accordance with the marking policy.
- Incorporate both formative and summative assessment opportunities into future planning.
- Core subjects are regularly assessed (half termly) using a common format (Rising Stars & SATs papers & Abacus Mathematics papers). This allows us to make relevant judgements about pupil progress, especially those working below or above the national average.
- Record all assessments are transferred onto ScholarPack so progress can be tracked as pupils move through the school.

Assessment in EYFS

Throughout EYFS assessments are based on observations of the children during self-initiated play, small group activities and adult led tasks. During the first six weeks of the autumn term the NFER Reception Baseline Assessment is undertaken on a 1-1 basis with the children.

Every child has their own Learning Journey (Tapestry) and this contains evidence of achievement in the six areas of development, in the form of photographs, comments, paintings, drawings etc. A Learning Journey is a delightful record to share with parents and carers and can provide an excellent starting point for discussions. In addition every child has an electronic learning Journey on Tapestry and this provides opportunities to regularly share observations and photographs with parents and carers. Parents and carers are also encouraged to add their own contributions to the journals and these form a part of our assessments. Next steps in learning are recorded in individual Wish Books and children can see their targets on their own 'Wish Trees' in the classroom. At the end of the EYFS, a profile is completed and this details the level of attainment in each area.

Phonics Test

All new children to the school undertake a phonics assessment to evaluate Phonics Skills in reading and spelling. Individual assessments are regularly updated and support is given as appropriate.

At the end of Year 1 all children complete the National Phonics Screening Test.

Summative Assessments

Children are assessed regularly using teacher assessment, Rising Star module tests, Abacus mathematics tests or optional SATs at the end of each half term. The results attained in Numeracy, Literacy (including writing, reading comprehension, spelling & grammar) and Science are entered into Scholar Pack. Children are continually assessed throughout the year by their teacher to ensure that changing needs are met.

Reading Tests

Children are also assessed using Standardised Reading Tests to gauge their ability in word recognition and reading progress. Children joining the school, at a later stage, are assessed on entry so that a baseline can be determined.

Statutory assessments occur at the end of each key stage and pupil's attainment is reported to all the necessary stakeholders.

Recording Assessments

It is essential that the progress pupils make is closely monitored within a school year, as well as at the end of it. Regular assessments enable a termly analysis of pupil performance data and allow speedy action to take place to support their learning. Key Stage 1 and Key Stage 2 lead teachers complete half termly summative assessment and these are recorded in ScholarPack.

Assessment Times

Autumn Term each half term	Reading, SPAG, numeracy and science. Summative assessments results will be entered into the assessment module of ScholarPack.
Spring Term each half term	Reading, SPAG, numeracy and science. Summative assessments results will be entered into the assessment module of ScholarPack.
End of the Summer	Reading, SPAG, writing, numeracy and science. Summative assessments results will be entered into the assessment module of ScholarPack.

Writing is assessed termly

Assessment Times may vary and fit in with the curriculum content.

Tracking / Average point scores

When attainments are entered on ScholarPack pupil progress is tracked on ScholarPack. Assessment steps and numerical points are used to get the most accurate measure of exactly where a pupil has reached in his/her learning. The use of these assessments enables all concerned to measure the progress being made in each year of a pupil's learning. Point scores offer a precise and accurate measure of a child's progress across the Key Stages. ScholarPack monitors assessment using **Steps**. In each Stage there are 6 steps. If a pupil is on target then they will be secure and have made 6 steps (Green) progress.

Eme < -6 Eme -6 Dev -5 Dev -4 Dev -3 Dev -2 Sec -1 Sec Sec +1 Exc +2 - +8 Exc+ >+8

Class	Class Group	Aspects	EOY	EOKS	EYF	KS1	Last Year	BL	CP1
Y5 and 6	1	F M P			2.0		4.4	4.5	Sec >> 5.1
Y5 and 6	1	F P							Sec >> 5.1
Y5 and 6	1				3.0		4.4	4.6	Sec >> 5.1
Y5 and 6	1	F P			2.0		4.5	5.1	Sec >> 5.1
Y5 and 6	1	M			3.0		4.6	5.1	Sec >> 5.1
Y5 and 6	1	S M			3.0		4.6	5.1	Sec >> 5.1
Y5 and 6	1				2.0		4.4	4.6	Sec >> 5.1
Y5 and 6	1				2.0		4.4	4.6	Sec >> 5.1

The national expectation for pupils at different ages is as follows:

Class	Points Target	National Curriculum Stage
Reception	16 points	EYFS profile Secure
Year/Stage 1	24 points	1 Secure
Year/Stage 2	30 points	2 Secure
Year/Stage 3	36 points	3 Secure
Year/Stage 4	42 points	4 Secure
Year/Stage 5	48 points	5 Secure
Year/stage 6	54 points	6 Secure

Pupils are expected to make 6 step/points progress per academic year.

Diagram 1.

Eme < -6 Eme -6 Dev -5 Dev -4 Dev -3 Dev -2 Sec -1 Sec Sec +1 Exc +2 - +8 Exc+ >+8

- Students will be *Exceeding* if they are working 2 or more Steps above the current checkpoint.

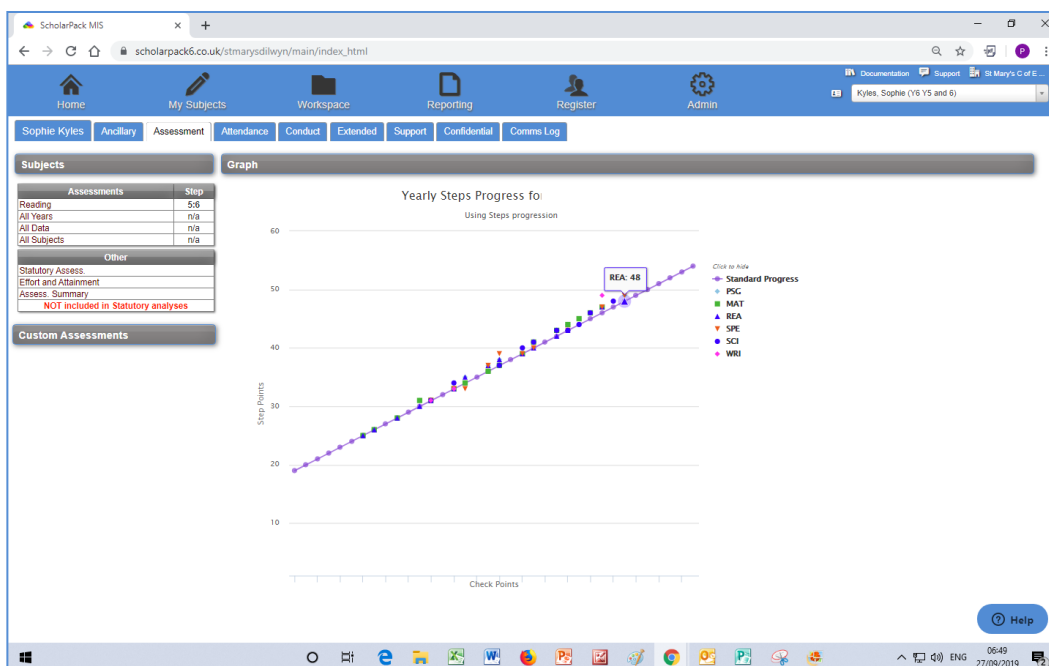
- Students will be **Secure** if they are working at the current checkpoint, 1 Step below or 1 Step above.
- Students will be **Developing** if they are working up to 5 Steps behind the current checkpoint.
- Students will be **Emerging** if they are working more than 5 Steps behind the current checkpoint.

Recording Steps

Steps are recorded through *My Subjects > Summative Markbook* within ScholarPack. The summative score and colour will change to reflect the checkpoint/ half term in which you are currently working.

Tracking Individual Pupil Progress

Scholar Pack will be used to monitor pupil progress.



Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem. Individual targets are shared at regular parents' evenings. Reports provide targets and also include results of statutory tests and assessments.

Date Implemented: 1st September 2019

Approved by: Madeleine Spinks Chair of Governors

Person Responsible: Peter Kyles Principal

Review Date: 1st September 2021

