

# **ST ANDREW'S METHODIST PRIMARY SCHOOL**



## **Assessment Policy**

September 2024

Headteacher

Date:

Chair Of Governing Board

Date:

Date of Next Review September 2026

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

## **St Andrew's Methodist Primary School.**

### **Assessment, Recording and Reporting Policy.**

*St Andrews Methodist Primary School's Vision is: Striving for excellence, together as one with God.*

*Linked to our Christian vision, our assessment procedures strive for excellence for each child, no matter what their academic need or background. The aim is for them to individually grow, achieve and be the best that they can be throughout their time at our school.*

### **INTRODUCTION**

Assessment is the process by which information is gained about, and contributes to a pupil's academic and personal development. It is based on a range of techniques and takes account of a variety of relevant information. It is always an integral part of the learning and teaching process for all pupils. It needs to be incorporated systematically into teaching strategies and practices. Hence, a whole school approach has been agreed for planning, assessing and reporting to achieve cohesion, continuity and progression towards targets.

### **PURPOSE**

The principal purposes of assessment are:

- To help pupils in learning, recognising their achievements, and identifying their future needs.
- To involve pupils in target setting, giving a clear view of progress towards those targets.
- To inform teachers of what the pupil knows and understands, and can apply.
- To diagnose particular difficulties pupils may have encountered.
- To obtain feedback to inform future planning, so that activities can be matched to pupils' needs.
- To monitor, evaluate and appraise the learning programmes St. Andrews Methodist School is providing.
- To select pupils for working groups within the class, and interventions.
- To report progress and achievement to colleagues, which will facilitate continuity and progression.
- To inform parents of their child's achievements and progress, and report targets for potential improvements and capabilities.
- To comply with statutory regulation and legal requirements.

## **AIMS AND PRINCIPLES**

Our aims are:

- That assessment should be an integral part of the learning and teaching process.
- That assessment and subsequent actions by the pupil, teacher and school leaders are used to improve attainment and progress across the school.
- To ensure that all pupils have the opportunity to demonstrate their achievements.
- That assessment takes account of personal, social and physical qualities as well as intellectual achievements.
- To ensure that decisions made about pupils' performance are accurate, fair and consistent.

## **CLASSROOM ASSESSMENT**

Formative assessments are carried out continuously in a range of ways. Regular formative non-statutory assessments are carried out in the classroom using planned activities.

### **EYFS**

#### **Nursery**

A baseline assessment is conducted for all pupils during the first four weeks of entering nursery.

All nursery pupils will also undertake an individual Wellcomm speech and language screening assessment during their first half term. This is repeated in the summer term for children who did not meet the expected standard.

#### **Reception Class**

All pupils will be assessed by their teacher within the first 6 weeks of joining reception using the reception baseline assessment (RBA). The purpose of the (RBA) is to provide an on-entry assessment of a child's early ability. It will also be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

#### **Nursery and Reception**

Throughout the year there are ongoing and termly teacher assessments of progress and attainment.

This includes:

- Daily observations of pupils during self-initiated learning. These are used as evidence for assessments that link with 'Development Matters'

statements. These are collated to build up a profile of pupils, ready to make judgements at the end of Reception.

- Phonics assessments, including letter recognition and key words, are carried out termly.
- One piece of writing each half term in Reception, each assessed against Early Years Writing Development.
- All pupil data will be uploaded to Itrack Assessment system on a termly basis.

## **Key Stage 1 and 2**

They include:

- Daily marking of all pupil's work in all subjects (Refer to the marking policy)

### Numeracy

- Teacher observations and marking during numeracy lessons. Skills and knowledge that pupils demonstrate during a lesson are judged against that year groups' objectives. Teacher's ongoing formative assessment is collated at the end of each term where teachers make a formal judgement on their academic progress in Numeracy using Itrack.

### Reading

- Individual reading records, with staff recording progress, on a weekly/daily basis.
- Teacher observations and comprehension activities are completed during guided reading lessons. Skills and knowledge that pupils demonstrate during a lesson are judged against that year groups' objectives.
- Teacher's ongoing formative assessment is collated at the end of each term where teachers make a formal judgement on their academic progress in Reading using Itrack.
- Phonics tests are carried out at regular intervals throughout Key Stage 1 and records are kept. The Year 1 phonic screening test is administered in June. Pupils who did not meet the standard in Y1 resit the test in Y2.
- Children from Year 1 to Year 5 are tested using the Salford Standardised Reading Test and are given a chronological reading age in autumn, spring and summer to track progress.

### Writing

- Weekly oral spelling tests (Year 2 to Year 6), in differentiated spelling groups.
- Children from Year 1 to Year 6 are tested using the Salford Single Word Spelling Test and to track progress are given a chronological spelling age each term.
- Independent writing in individual Writing Portfolios. This will contain at least six pieces of independent writing each term. This is assessed and the information recorded (with a date) on individual writing objective sheets, and then transferred to Itrack on a termly basis.

## Science

Assessment in science includes:

- Teacher judgements made during and after each lesson, against Science curriculum objectives, from Years 1 to 6. Each pupil's overall attainment is logged at the end of each term using Itrack.
- Assessment of "sticky knowledge" at the end of each unit of work.

## Foundation Subjects

- Foundation Subjects include Art, Computing, Design and Technology, MFL, Geography, History, Music, PE, RE and RHE.

Assessment in these subjects include:

- Teacher judgements made during and after each lesson, against Foundation Subject objectives, from Years 1 to 6. Teachers use their ongoing assessment to make a formalised judgement on the level achieved in each of the foundation subjects. This judgement is recorded on Itrack at the end of each term.
- Assessment of "sticky knowledge" at the end of each unit of work.

Cross curricular teaching and assessment is encouraged throughout the school, as pupils are expected to transfer and apply key skills across a variety of subjects.

All of the above is monitored by SLT or Subject Leaders on a termly basis, or when it is deemed that a review is needed.

## **FORMAL ASSESSMENTS- STATUTORY AND NON-STATUTORY**

Formal tests are carried out throughout the year:

These include:

- Standard Attainment Tests (SATs) for Year 6, in Numeracy, Reading, Writing, and Grammar, Punctuation and Spelling (GPAS) are taken in May.
- Statutory Reception baseline test administered in September.
- Formal assessments for Years 1, 3, 4 and 5 in Mathematics, Reading and Writing are administered in November, March and June. Years 3, 4 and 5 also sit a formal GPAS test.
- The Year 1 Phonics Screening test for all Year 1 pupils and any Year 2 pupils who do not achieve the expected standard in Year 1.
- End of EYFS assessment data is reported in June.
- EYFS Baseline test for Nursery on entry in September.
- The Y4 multiplication tables check in June.

Any skills or knowledge that is demonstrated by individual pupils during these tests is recorded by teachers on a class tests grid and on Itrack (Online assessment system) on a termly basis.

At the end of Key Stage 1 and Key Stage 2, teacher assessment is statutory. Staff receive advice from LA assessment advisors and engage in moderation procedures to ensure the accuracy and consistency of teacher assessments. Any special arrangements for SEND children are discussed with the Headteacher and SENDCO.

### **TERMLY ASSESSMENT GRADES**

- On a termly basis, teachers will use a wide range of evidence to award an overall grade for each pupil in Reading, Writing, Maths and Science.
- On a yearly basis, teachers will use a wide range of evidence to award an overall grade for each pupil in all foundation subjects. These attainment judgements will be logged and tracked using Itrack Online Assessment system where they will then be analysed by SLT for progress, patterns and trends.

### **MONITORING AND ANALYSIS**

- On a termly basis, monitoring of the reading, writing and numeracy assessment data is carried out by the Headteacher and Deputy Headteacher. This data is analysed to identify any trends (such as those eligible for pupil premium compared with non-pupil premium) and measure pupil's progress and attainment. Once analysed, all of the above and subject leaders will be used to inform future actions, such as pupil progress targets, and school improvement targets and actions.
- Analysis will be shared and analysed with/by teachers to support their judgment of each pupil's performance against their age related objectives, their strengths and any 'gaps' in their learning. This will inform teachers' 'next steps' for each pupil, linking closely with the planning, teaching and assessment cycle. Teachers' weekly planning is saved on a shared computer drive so it is easily available for subject leaders to review. Assessment for Learning and opportunities for assessment are identified on these plans. Evaluations may be made on the plans to inform future planning.
- The Head teacher, Deputy Head teacher and assessment lead also monitor assessment for learning in reading, writing and numeracy during pupil progress meetings.
- Subject leaders are responsible for monitoring and analysing each year group's foundation results and the statements achieved for their subject throughout the year and produce an action plan and annual review based on this information.
- The Headteacher, Deputy Head teacher and subject leads monitor all assessment data during learning, during book scrutinises, lesson observations and during learning walks.
- The assessment lead and Headteacher are responsible for completing an annual audit, action plan, and report to governors for assessment, and for addressing and monitoring the issues therein.

## **HOW ASSESSMENT IS USED**

- At the beginning of the school year, information on prior attainment of individual pupils is used by the class teacher to set targets and/or group pupils. This information is also used by teachers to inform future planning, and set individual, class or year group targets. These are modified as the year progresses by on-going assessment.
- Results of informal and formal testing are used to inform data on Itrack and the end of year levels awarded to each pupil.
- At the end of the school year, transition meetings are held with the next teacher to discuss data and progress.

## **REPORTING**

- Pupils receive feedback on progress and achievement throughout the year. This is seen as ongoing development and progress towards their personal targets.
- Reporting of pupil's achievements to parents/carers complies with legal requirements as set out in the annual "Assessment and Reporting Arrangements" documents for Key Stage 1 and Key Stage 2.
- From spring 2025, Parents will receive a termly 'report card' produced by Itrack Assessment so that they are informed of their child's progress throughout the year.
- Parent/carers consultations are held in school twice a year, in November and March, to discuss their child's progress. At other times, all teachers are available and willing to meet with parents/carers upon request.
- An annual, written report is sent out at the end of the summer term.

## **ASSESSMENT FOR LEARNING**

The principle of Assessment for Learning is involving each pupil in their own learning, which then informs them of their 'next step'. Children are given the opportunity to review their marked work, during 'Fix it time' or 'Challenges.'

## **REMOTE LEARNING**

During periods where individuals, classes or the whole school have to work remotely, learning takes place on the online teaching tool 'SeeSaw'. Homework is also issued via Seesaw. Staff will feedback on children's work online through a written or oral comment, sometimes requiring children to edit or make changes to their work. Teachers will take note of the learning online, and provide lessons or activities suited to their classes, groups or individual's needs.

## **Special Educational Needs and/or disabilities.**

Refer to SEND Policy

## **Links to other policies and documents:**

Marking Policy