



ST. MARTIN'S CE PRIMARY & NURSERY SCHOOL

ASSESSMENT POLICY

At St Martin's Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an on-going process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant, ensuring that the administration of assessment does not take teachers away from the core business of teaching.

Please see Appendix 1.

The purpose of assessment is:

- To enable children to progress
- To support children in recognising how to progress
- To inform future planning for individuals, groups and classes
- To summarise attainment

In addition, assessment supports teachers, the SLT and governors in monitoring the effectiveness of teaching and learning.

Good assessment practice at St Martin's Primary School will:

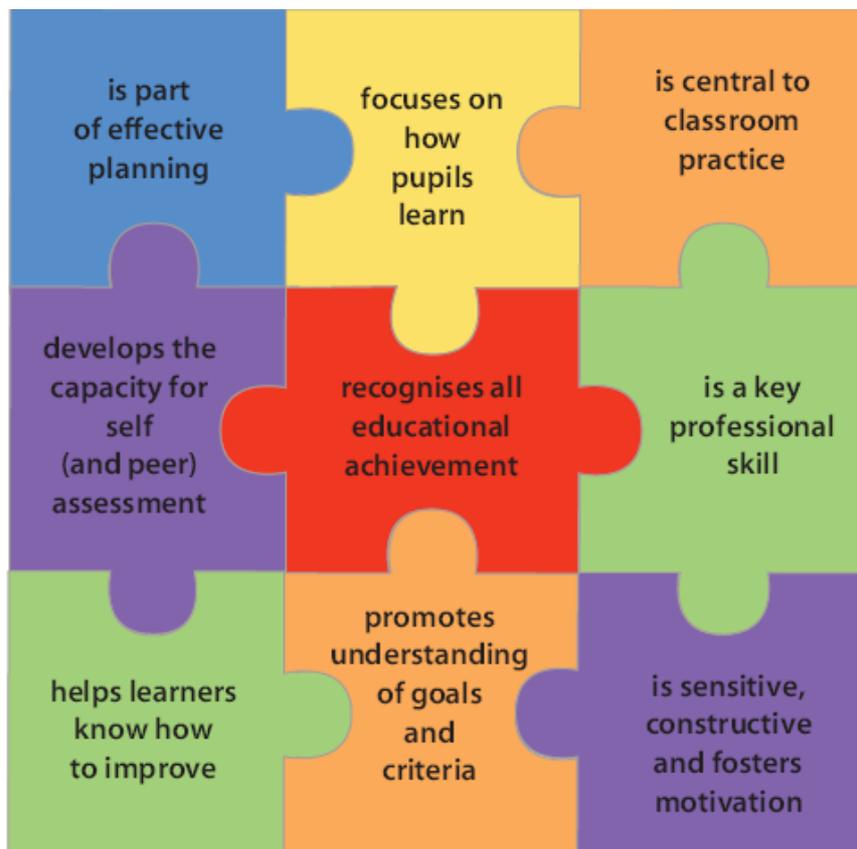
- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider, facilitator, learning designer and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of formal and informal assessment activities, including:-
 - noticing and naming
 - teachers' and TA notes in planning books
 - class scrap books
 - learning journeys
 - CPOMS (Child Protection Online Management System)
 - SEN Success books
 - SPTO and termly data captures
 - Class Dojo (parent information service linked to their child's successes)
 - Wow boards in Foundation Stage
 - Headteacher's Award Records
 - Accelerated Reader and Bug Club
 - Top Table Awards

- Pupil Progress Meetings
- Phase Meetings
- 2-6-2 conversations
- Pupil Premium Reports
- Whole Class Stories
- Case Studies
- Reflections on Learning Narratives
- Annual Reports and Termly Planning Meetings
- Intervention Notes
- Analysis of RAISEonline
- A variety of audits – SEN, behaviour and EYFS
- Performance Management
- Class Buzz Boards
- CPD Journals

- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and the SLT/headteacher as they plan for individual pupils, groups and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

Two distinct types of assessment are identified and used in our school. These are:

1. Assessment for learning (AfL)



Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as challenges. Assessment for learning essentially promotes future learning, often expressed in 'next steps' targets and teacher's planning. At St Martin's the language of learning underpins our ethos and is modelled consistently across the school.

Assessment for learning will:

- Inform teaching so that teaching meets the children's learning needs
- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Promote immediate intervention and link judgements to learning intentions/questions or success steps
- Raise standards by challenging children to take risks with their learning.

Implications for teaching:*The teacher will:*

- Provide targeted oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self and peer assessment
- Act on insights gained to inform personalised targets
- Plan against what children know/can do/understand
- Make standards, expectations, objectives, intentions, key questions and/or success steps explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning allowing 'thinking' time (planned waiting)
- During Pupil Progress Meetings teachers will talk to the children about the progress they have made and support children in identifying their own progress and next steps.

Impact on learning and the learner:*The pupil will:*

- Know what to do to improve
- Have high aspirations for themselves
- Know how they have been successful and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Make progress
- Increase their awareness and understanding of their own learning strengths and how they learn best
- Improve their ability to self-assess and receive feedback from adults and peers.

Teacher assessment evidence in support of AfL

This may include the use of:

- Children's work done in class
- Homework and information from parents
- Observations of play/learning (including photographs)
- Questioning and discussions (both child and adult led)
- Speaking and listening activities
- Specific assessment tasks

2. Assessment of learning

Teachers make informed, on-going and summative judgements on School Pupil Tracker Online (SPTO) that shows children's attainment in line with National Curriculum expectations and their progress over time.

Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time
- Comparing children's attainment and progress against national benchmarks
- Enable the school to make judgements about its performance
- Informs performance management
- Hold the school to public account
- Identifies intervention needs

Implications for teaching*The teacher will:*

- Provide a periodic summary through teacher assessment

- Identify gaps in pupils' knowledge and understanding and through timely interventions will narrow the gap
- Notice and name successes and next steps

Impact on learning and the learner

The pupil will:

- Know how they are doing and what their next steps are in their learning
- Know what standards and expectations are required

Both AfL and AoL are essential tools embedded throughout the school to support each child to be the best they can be.

Pupil Progress Meetings

The use of 'School Pupil Tracker Online' allows all staff to monitor, analyse and plan for individuals and groups of children. Features of this web-based software include the monitoring of vulnerable groups, attendance and behaviour. It also provides functions such as graphing trends, pathways and predictions which support pupil progress meeting discussions, parent consultations and subject leaders.

Subject Leader Teams monitor teachers' judgements through termly Pupil Progress Meetings. Book Scrutinies are carried out termly to standardise expectations and moderate within phase and across school.

Attainment and progress expectations for Year 2 and Year 6 May 2016

From May 2016 new style National Curriculum tests will be implemented. Children will no longer receive a level, but will achieve a numerical score whereby 100 is deemed to be average.

Attainment at the end of the EYFS

The current Reception cohort will be assessed in June 2016 using the EYFS Profile. Children will be assessed using the following judgements and a 'best fit' for each child will be found:

- **Emerging** (1 point) The child has not yet achieved the ELG but is working within the one of the previous developmental bands of the EYFS framework e.g. 30-50 months
- **Expected** (2 points) The child has achieved the ELG as a best fit judgement
- **Exceeding** (3 points) The child has gone beyond the ELG and is working within the KS1 National Curriculum

This assessment will produce a number/percentage of children emerging, expected or exceeding for each of the 17 Early Learning Goals.

Our school data is compared with national outcomes. School staff must consider the attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development.

What is considered to be a 'good level of development' (GLD)?

A child's achieves a good level of development, as defined by the government, if s/he meets the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language), and in the specific areas of mathematics and literacy. This is not the same as making good progress.

Ofsted School Inspection Handbook July 2014, p.73

Progress Expectations in the EYFS

At St Martin's School we make 'on-entry' judgements within the first few weeks of the Autumn term. These judgements will be made within the context of gathering information

from parents and from liaison with early years' settings during transition visits. Information from all sources will build a picture of each child's learning and development on entry to school.

At St Martin's we are trialling 'Early Excellence' to create a baseline from which children's progress can be measured.

Individual children may be:

- Showing a **typical level of development** for their age.
- Operating at a level **above that typical for their age** (indicating the potential to exceed the early learning goals by the end of Reception).
- Displaying the knowledge, skills and understanding that are **less typical for her/his age** but not significantly so (this may indicate a lack of pre-school experience).
- Others may be operating at a level **significantly below that which is typical** for their age. Such children may be at risk of delay, or may have a particular disability or special educational need that has already been identified.

Attainment and progress expectations for Year 1 to year 6

These year groups are following the new National Curriculum. It is important to appreciate that this is far more challenging than previously and pupils will need to acquire more knowledge and skills to be working at Age Related Expectations (ARE). Transferring from the old curriculum to the new may give the impression that pupils have not made expected progress.

Along with the principles of the new curriculum, it is our aim that every child will reach ARE by the end of each academic year, with many children having the time and opportunity to work in greater depth and breadth.

We track the children's attainment and progress using Tracking Points (TPs). It is our aspiration that every child in KS1 and KS2 will make 1 TP progress per term. For those children who have exceeded this, additional challenge and support will be provided to enhance and deepen their learning. Given the varied profile of joining children we often need to accelerate the progress of children to narrow the gap between their joining level of attainment and ARE. This is particularly prevalent for joiners at the top end of the school.

Reporting

Reports are sent to parents from year 1 to 6 each year at the end of the Spring Term. These reports inform parents of their children's achievements and progress. They also give suggestions for the next steps in each child's learning.

End of Key Stage test results are reported to parents at the end of the academic year.

Reception children's reports are sent home at the end of the Foundation Stage. Nursery reports are sent home for the children leaving nursery and moving to Reception.

Parent consultations are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two scheduled times during the school year:

- During the Autumn Term to discuss progress and target setting;
- During the Summer Term, to discuss progress, target setting and transition.

Parents of children with Statements / EHCPs are invited into school annually to review their child's progress.

From year 2 parents are invited to join Class Dojo (an online reporting service) and teachers and parents can share their child's successes on a daily basis. Below Year 2 parents are in and out of the classroom daily and there are many opportunities to share information.

Roles and Responsibilities

1. The school governors are responsible for:
 - (a) Ensuring that statutory assessment arrangements are carried out.
 - (b) Satisfying themselves that the Headteacher is promoting nationally acceptable assessment standards within the school.
 - (c) Supporting the Headteacher and teachers in fulfilling their responsibilities.
 - (d) Becoming familiar with Devon and national assessment standards.
2. The Headteacher is responsible for:
 - (a) Implementing the assessment and reporting arrangements at the school.
 - (b) Ensuring a workable and coherent model is in place.
 - (c) Ensuring all teachers are kept updated regarding assessment practice and legislation.
 - (d) Reviewing and updating the school's assessment recording and reporting policy at regular intervals.
3. All teachers are required to:
 - (a) Carry out all statutory assessment and reporting arrangements.
 - (b) Carry out all assessment, record-keeping and reporting arrangements within the timeframe required by the Headteacher and the school's policy.
 - (c) Enter data on the School Pupil Tracker, monitor and analyse the progress of vulnerable groups and the effectiveness of interventions.

Monitoring and Evaluation of this policy

The Teaching and Learning Committee will, in consultation with the Headteacher, monitor and evaluate the implementation of this policy. It will be reviewed at least every 2 years to ensure it reflects current practice.

Member of staff with Lead Responsibility for this policy:	Mrs Tania Beard
Governing Body responsibility:	Teaching and Learning Committee
Approved by Governing Body on:	12 th January 2016
Policy due to be reviewed by:	Lead Governor for School Improvement Planning
Policy Review Term:	Two years
Dates policy reviewed/amended:	20 th September 2016 – Appendix 1 updated 8 th January 2018 – wording of first paragraph amended.



ASSESSMENT ARRANGEMENTS AND ANNUAL ASSESSMENT CALENDAR

Within 2 weeks of a child entering our school we need to have made a baseline judgement, flagging up any children where there is a discrepancy between the judgement that has been given by their previous school and our assessment and/or any other concerns we may have. The office will pass on assessment data from the child's previous school to individual teachers. Once a child has joined St Martin's, their data will be entered at the next half-termly assessment point.

Each half-term data is to be entered on SPTO for reading, writing and maths.

Each term data is to be entered on SPTO for science and RE

Data is gathered in two ways, please see the Assessment Calendar below.

Pupil Progress Meetings need to take place half termly in class in maths or English (the focus of these will be decided on within each Phase) these meetings will be moderated across the phase termly by the Subject Leader – the Subject Leaders will then overview strengths and weaknesses this analysis will inform the phase action plans and impact statements.

Regular book, assessment and planning book scrutiny will take place within phases to ensure clarity of expectation linked to progress, attainment, coverage, marking and assessment processes. There will be SLT moderating of these judgements and the phase action plans and impact statements.

At the end of the summer term each child will choose a piece of writing that they are proud of to share with their new teacher, children will say why they are proud of this piece of writing, what they have achieved within their writing and suggest next steps to improve their writing further. Depending on the age/ability of the child this will either be scribed by an adult or written up by the child. From summer 2016 these pieces of writing will be kept with the child's file and will provide a story of their progress from nursery to Year 6 for those children that have been with us throughout their primary education. These pieces of writing will form the basis for a Year 6 Leaver's Book for each child as well as evidencing progress throughout the school.

	conducted by Class Teacher		Subject Leader to moderate
Dec (End of Autumn Term)	Pupil premium data and learning behaviour tracking sheets submitted to Headteacher	Rec to Year 6	Class teachers

Spring Term

End of Jan	Monitor interventions and re-plan if necessary	Rec to Year 6	Class teachers
Feb (Spring Half Term)	<p>Phase Book Scrutiny – with a focus</p> <ul style="list-style-type: none"> ➤ on ensuring consistency within writing in literacy and other areas of the curriculum. ➤ Noticing and naming within maths books <p><i>A selection of books to be brought to SLT.</i></p> <p>PPMs for maths and pupil conferencing for writing conducted by class teachers</p>	<p>Nursery to Year 6 – in FS the Learning Journeys will form the major part of the scrutiny.</p> <p>We will follow up on areas for development raised in the Autumn term.</p> <p>Rec to Year 6</p>	<p>Phase Leaders</p> <p>Literacy and Maths Subject Leaders</p> <p>Subject Leaders to moderate</p>
March	Phase 2-6-2 and	Rec to Year 6	Phase Leaders

End of March	pupil premium monitoring. Monitor interventions and re-plan if necessary PPMS for reading conducted by Class Teacher	Rec to Year 6	Class teachers Subject Leader to moderate
April (End of Spring Term)	Pupil premium data and learning behaviour tracking sheets submitted to Headteacher	Rec to Year 6	Class teachers

Summer Term

April End of April/beg of May	Monitor interventions and re-plan if necessary	Rec to Year 6	Class teachers
May (Summer Half Term)	Phase Book Scrutiny – with a focus <ul style="list-style-type: none"> ➤ on ensuring consistency within writing in literacy and other areas of the curriculum. ➤ Noticing and naming within maths books <i>A selection of books to be brought to SLT.</i> PPMs for maths and pupil conferencing for writing conducted by class teachers	Nursery to Year 6 – in FS the Learning Journeys will form the major part of the scrutiny.	Phase Leaders Literacy and Maths Subject Leaders

	KS1 and KS2 SATs	Rec to Year 6	Subject Leaders to moderate
		Year 2 and Year 6	Class teachers and phase leaders
June	Phase 2-6-2 and pupil premium monitoring.	Rec to Year 6	Phase Leaders
End of June	Phonics Screening	Year 1 and Year 2	Class teachers
	Monitor interventions and re-plan if necessary	Rec to Year 6	Class teachers
	PPMS for reading conducted by Class Teacher	Rec to Year 6	Subject Leader to moderate
July (End of Summer Term)	Pupil premium data and learning behaviour tracking sheets submitted to Headteacher	Rec to Year 6	Class teachers
	End of EYFS assessment	Rec	Phase 1 Leader

Leaders to provide a report on findings from PPMs and book scrutiny for Headteacher and governors.