



ST. MARTIN'S CE PRIMARY & NURSERY SCHOOL

ASSESSMENT POLICY

INTENT

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 improve teaching and provide targeted support
- 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:

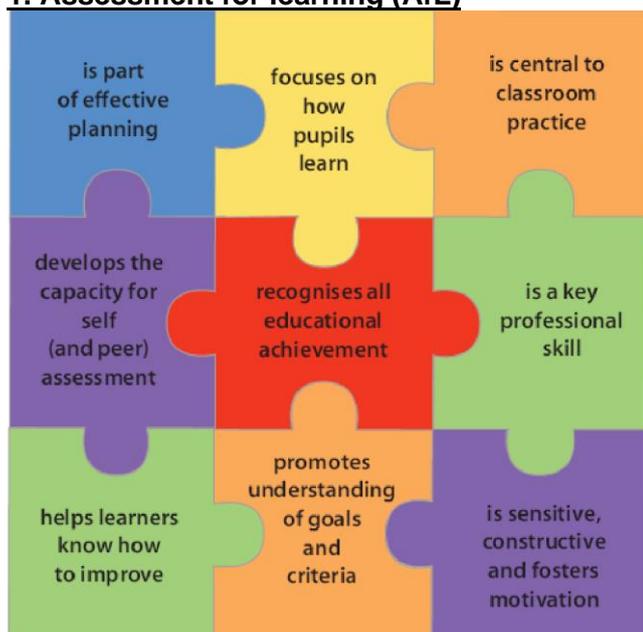
- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a 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
 - live marking in children's books
 - POP tasks
 - CPOMS (Child Protection Online Management System)

- FFT termly data captures
 - Accelerated Reader
 - Pupil Progress Meetings
 - Key Stage Meetings
 - Pupil Premium Reports
 - Annual Reports and Termly Planning Meetings
 - Intervention Notes
 - A variety of audits – SEN, behaviour and EYFS
 - Appraisal
 - Learning Walks
 - SEND Provision Maps
 -
 - Standardised tests and quizzes
 -
 - Tapestry (EYFS)
 -
 - Make your Mark Books (EYFS)
- 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

Implementation

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 verbal feedback and 'live marking' 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 conferencing 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
- Develop an increasing body of knowledge across all curriculum areas
- 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

For reading, writing and maths teachers input their data/teacher assessment onto FFT and provide a narrative for their children's progress and attainment.

Class Data sheets are updated and new target children are identified.

For the broader curriculum, subject leaders will gather evidence to assess the progress and attainment of children in their subject.

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 through 'live marking' (Appendix 2)

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.

FFT Aspire

The use of FFT Aspire allows all staff to monitor, analyse and plan for individuals and groups of children based on prior attainment. Features of FFT Aspire include the monitoring of vulnerable groups and attendance. It also provides functions such as graphing trends, pathways and predictions which support pupil progress meeting discussions, parent consultations and subject leaders.

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 FFT Aspire, monitor and analyse the progress of vulnerable groups and the effectiveness of interventions.

IMPACT

Early Years Foundation Stage

Within 2 weeks of a child joining our Early Years Foundation Stage they will be assessed against all 7 areas of Learning and Development as stated in the Statutory Guidance 2024. When joining our Nursery, assessment in the Prime areas will take priority as children may only attend a few sessions through the week. All areas of learning and development are important and inter-connected.

In December, April and end of year each child will be assessed as either on track / not on track, by the professionals that know them well in order to ensure that they are making progress and to enable staff to proactively put in place interventions to ensure that no child is left behind. Communication with parents is proactive and any concerns are shared so that both school and parents can work together as a successful partnership.

Attainment at the end of the EYFS

In the final term of the year the EYFS profile will be completed for each child.

Children will be assessed using the following judgements and a 'best fit' for each child will be found:

- **Emerging** - The child has not yet achieved the ELG
- **Expected** - The child has achieved the ELG

This assessment will produce a number/percentage of children emerging or expected 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**. Staff must ensure that they reflect upon their provision so that the children at St. Martins continue to access a rich environment and curriculum which enables them to thrive.

Progress Expectations in the EYFS

All children who join St Martin's foundation stage complete the DfE Reception Baseline Assessment (RBA).

'The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.'

Reception Baseline Assessment and Reporting Arrangements May 2023

Attainment and Progress in Year 1

Children will be assessed using the following judgements and a 'best fit' for each child will be found:

- **B** – working below the standard for that key stage

- **WTS** - working towards the standard expected
- **EXS** - working at the expected standard
- **GDS** - working at the greater depth standard.

These judgements are made by teachers with reference to clear assessment guidelines, and subject leads and the Senior Leadership Team monitor the teacher judgements through talking with children, book scrutinies and lesson visits.

Children also have a formal assessment of their phonics knowledge; the result being reported to parents at the end of Year 1.

Attainment and progress expectations from Year 2 to 6

In May 2016 new style National Curriculum tests for Year 2 and Year 6 were implemented reflecting the increased expectations of children in Maths, English, Spelling and Grammar. Children no longer receive a level, but achieve a numerical score whereby 100 is deemed to be average and 110 and above is deemed to be working at greater depth.

From June 2020 the 'Multiplication Tables Check' has been mandatory for all children in Year 4.

It is our aim that every child will reach ARE (Age Related Expectations) by the end of each academic year, with many children having the time and opportunity to work in greater depth and breadth. In years 3 to 5 termly NFER tests support teachers' assessment.

Children's attainment and progress are tracked on FFT Aspire. Children will be judged as B (below the standard for that key stage) WTS (working towards the standard); EXP (expected standard); GDS (Greater depth). FFT Aspire allows us to track children's progress over time enabling us to promptly respond where progress falters, and ensuring we continue to challenge all children to achieve at their best.

Reporting

Reports are sent to parents 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.

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.

POLICY REVIEW

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|---|---------------------|
| Member of staff with Lead Responsibility for this policy: | Headteacher |
| Policy area: | Data and Curriculum |

| | |
|---------------------------------------|--|
| Date adopted: | 12 th January 2016 |
| Lead Governor responsible for review: | Not applicable – staff review only |
| 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. |
| | 3 rd February 2020 – rewritten to reflect new curriculum |
| | February 2022 |
| | March 2024 – Good assessment practices updated to reflect current practice Appendix updated to reflect current practice |

APPENDIX 1

'Meaningful, Manageable and Motivating' Marking

Core beliefs:

- Whenever and wherever possible, feedback should be in-the-moment.
- Children who are under-achieving or who have the potential to fall behind due to risk factors such as social disadvantage or poor attendance, should be prioritised for feedback and 'live-marking'
- Marking should be matched to the age and stage of the child.
- All children's work should be acknowledged to show that an adult has looked at it. There is no expectation for all work to be deep-marked.

Titles/Learning Questions:

English and Maths: Titles to be used - Finding the missing angles / Number bonds to 10

Foundation subjects: The learning questions should link directly to the Medium Term Planning (St.Martins Drive)

Marking

V symbol used to indicate where feedback has been given verbally, in the moment. This is accompanied by jottings, annotations or underlining in order to remind the child or scaffold their next step.

R symbol to be used to remind children of what to do next. This could be at the top of the next page if appropriate for the next day.

Arrow symbol to show a follow up or next step. This could be in the lesson (accompanied by a V) or after the lesson. E.g. If a child has a significant misconception, there might be an arrow and 'follow up pm' if you (or a TA) are going to follow up the work that afternoon with a small group. The follow up work should then be evident in books.

In English (KS2), the innovate piece of writing is peer marked - linked to the toolkit. Children highlight the areas of the toolkit included in writing and then, with their peers, identify the next steps that are needed.

Longer, independent writing pieces (KS1 and KS2) should all have a deep mark where strengths are identified and next steps/corrections are indicated. However, this does not have to be done through the use of lengthy comments e.g. two positive aspects could be 2 sentences or phrases which link to direct teaching within that unit could be underlined. A next step should be identified but again, this could just be an arrow with 'full stops' written next to it.

KS2: 'Star Writes' do not need to be completed by all children but should be marked with at least 2 positives (highlighting/underlining of the best bits) and a next step where appropriate.

Vocabulary in all written work

To link with our SIP priorities, there will be a focus on vocabulary. Underline or highlight key vocabulary in green. This could be technical vocabulary from a science lesson or vocabulary identified, discussed and shared from your core text which is then shown in the children's writing practice.

End of unit assessment tasks

For foundation subjects in KS2 - At the beginning of the unit children will complete a mindmap sheet based on the overarching key questions and then, at the end of the block of work, the children will need to recap on prior learning and complete an assessment task - this can be a written or verbal task but should allow the teacher to assess the key disciplinary and substantive knowledge from that unit. Where this is a written task, it should be marked with 2 good aspects and, where appropriate, a comment to extend or prompt a child e.g. Can you write 2 more facts you know about friction?

For foundation subjects in KS1 - At the beginning of the unit children will, as a class, create a mindmap on a flipchart initialising comments from children. At the end of the block of work, teachers and children will go back to the initial mind map and add on recently acquired knowledge. A photograph of these should be placed in the subject folder. Eg: shared drive/school curriculum/history/assessment/year 2. OPTIONAL - Year 2 and KS2 GD children can complete POP tasks as an alternative to other tasks in RE, History, Geography and Science, these should be in books and clearly labelled as a POP task.

Response time

When providing next steps for children or asking them to correct their errors, teachers need to plan time for this. There is little point spending time writing next steps if children are not given the opportunity, as soon after the lesson as possible' to respond to this.

Age and stage appropriate

Marking and feedback should relate to the age and stage of the child who is receiving the feedback. E.g. in KS1 or for older children with a low reading age, long detailed comments would not be accessible. It might also be pertinent to indicate where the work has been independent or heavily supported.

In KS2 or for GD children in KS1, the use of self/peer marking may be a valuable tool in supporting children to understand their strengths and next steps.

In KS1 and KS2 there should be evidence that target children are receiving more regular and more detailed feedback on their learning, this should be 'in the moment' wherever possible (indicated with a V and some annotation)

TAs

Where TAs have worked with pupils to scaffold, support, correct or check their learning, this should be marked with a V too. It may be helpful for TAs to also initial this so that the teacher is aware who has had the conversation with the child. TAs can also be underlining key vocabulary and setting extension questions where they feel confident to do so. This should be under the direction of the teacher.

Presentation expectations:

KS1: Short date in maths and English, progressing towards the long date written in English books by the end of Y2 (or earlier if appropriate for their level of fluency and dexterity) Key question or title can be stuck in using a slip of paper.

KS2: Short date in maths and long date in English both need to be underlined. Key question/title (see above) on all pieces of work also underlined.

Where presentation is not of a high standard, it needs to be evident that this has been picked up by the teacher.

Only completed work to go in books. Please do not stick work in books prior to learning being taught as children might be absent.

Basic errors like spellings (not all - but definitely those which should be secure) and dates must be picked up - eg Wensday

Differentiation needs to be clear (not all to have the same sheet) provide greater scaffolded support for SEND - Eg: with sentence starters or clear vocabulary aids.