



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 book
 - ❑ live marking in children's books
 - ❑ curriculum quizzes
 - ❑ POP tasks
 - ❑ learning journeys
 - ❑ CPOMS (Child Protection Online Management System)

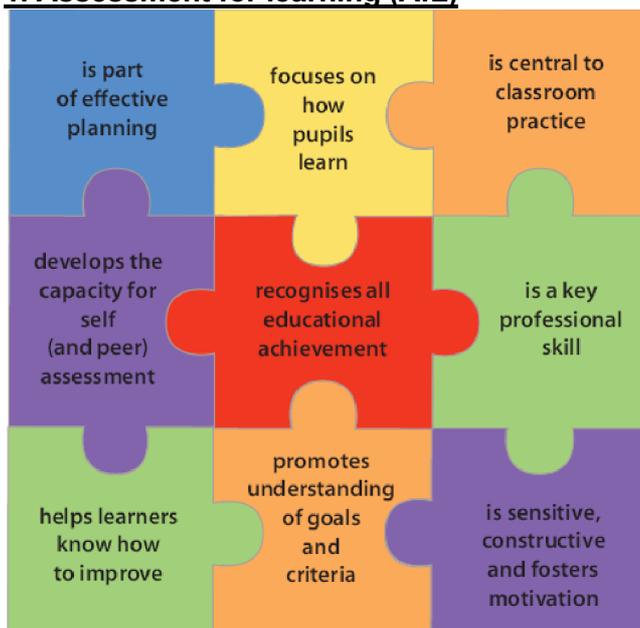
- ❑ SEN Success books
- ❑ FFT termly data captures
- ❑ Class Dojo (parent information service linked to their child's successes)
- ❑ Headteacher's Award Records
- ❑ Accelerated Reader
- ❑ Pupil Progress Meetings
- ❑ Key Stage Meetings
- ❑ Pupil Premium Reports
- ❑ Annual Reports and Termly Planning Meetings
- ❑ Intervention Notes
- ❑ A variety of audits – SEN, behaviour and EYFS
- ❑ Performance Management
- ❑ Learning Walks
- ❑ SEND Provision Maps
- ❑ HUB provision maps
- ❑ Learning Flower annotations
- ❑ 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 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
- 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 formative and summative quiz data, evidence of Proof of Progress tasks and talk with children 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 2021. 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 interventions in an endeavour 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. *Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child.* (Statutory Guidance 2021)

Attainment at the end of the EYFS

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. (Statutory Guidance 2021)

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.

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

A child 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

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 2021

Attainment and Progress in Year 1

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

- **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 monitoring of teacher feedback books.

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 Spring 2020, across the Foundation subjects quizzes are used to provide formative and summative assessment data in order that progress and attainment can be objectively assessed in addition to Teacher assessment data.

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

Along with the principles of the new curriculum, 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 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.

Across the school 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.

POLICY REVIEW

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

APPENDIX 1

Monitoring and Assessment Calendar at a glance

	Autumn - 1st Half	Autumn 2nd Half	Spring 1st Half	Spring 2nd Half	Summer 1st Half	Summer 2nd Half
Key Stage	Check Baseline Judgements Identify plans for PPG focus children; Review Provision Mapping; Book Check for consistency of expectations	End of term data submission - review impact of interventions/PPG Review Medium Term Plans	Book Check - what is the evidence of impact of feedback? Review Provision Maps; Learning Walk	End of term data submission - review impact of interventions/PPG Review Medium Term Plans	Book Check - what is the evidence of greater demand/knowledge across Key Stage? Review Provision Maps	End of term data submission - review impact of interventions/PPG Review Medium Term Plans
SLT	Pupil Progress Meetings/Performance Management cycle Learning Walk - establishing the learning environment	Talking with PPG/Target Pupils about Feedback - How do they know how they're doing - how do they know what they need to do next? Whole school Data analysis and next steps	Learning Walk - SIP focus Pupil Progress meetings - mid PM cycle.	Talking to GD pupils - How do they know how they're doing - how do they know what they need to do next? Whole school Data analysis and next steps	Learning Walk - SIP focus	Review the year with Learning Ambassadors Whole school Data analysis and next steps SIP review with governors
Subject Lead	Review Medium Term Plans; Knowledge Planners and Quizzes Learning Walks - gather evidence	Collate data from quizzes/POP tasks Talk with Pupils to identify GD/explore SEND provision or compare PPG and non PPG Provide summary report to SLT	Review Medium Term Plans; Knowledge Planners and Quizzes Learning Walks - gather evidence	Observe lessons Collate data from quizzes/POP tasks Provide summary report from SLT	Review Medium Term Plans; Knowledge Planners, Quizzes and POP tasks Learning Walks - Gather evidence	Work scrutiny - (compare 3 levels of attainment - WTS, ARE, GD - compare PPG) - add to portfolio of standardised work for each year group
SEN DCo	Review Provision Maps/Relational Plan Check in with S+L	Observe children in class; Check in with Nursery Lead; Attainment 4 SEND	Review and Update provision maps/Relational Plans	Observe Enrichment Data summary for SEND	Review and update Provision Maps/Relational Plans	Talk with Pupils - how are their needs met Data summary for SEND
Governors	Spend time in Allocated year group understanding routines; getting to know pupils and staff	Monitoring Visit as per Lead Governor Role HT Appraisal	Talking with year group pupils about their learning; feedback - how do they know how they're doing?	Monitoring Visits as per Lead governor Role HT Appraisal	Observing a lesson - how does feedback work? Is the impact evident?	End of Year SIP Review HT Appraisal

'Meaningful, Manageable and Motivating' Marking

References

EEF Marking Review 2016

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

A key principle is that marking across the school will be 'visually consistent' to ensure ease of transition from class to class.

Think Pinks and Green Pens will be used.

Maths Marking

In any maths work the following are the agreed guidelines.

'Live Marking' will take place during the lesson, by both support staff and teachers.

It is expected that there will be greater 'live marking' of target children's work.

(Target children refer to any child who is not making expected progress as determined by termly assessments and reported on FFT.)

Key symbols

V - verbal feedback given - this may also have an additional comment to reflect the support provided in the moment.

R - Remember - this is for key information where its application can be readily assessed
- eg R when finding 35% - it will be easier to find 10% first;
or R - this is how to write a number 3.

→ follow up

English Marking

★ Two stars denote 2 elements successfully demonstrated

★

→ Denotes Next Step, or follow up work required.

KS1 - because there is less in books, where there is written work there needs to be a staff annotation based on the marking system agreed

KS2

Star Writes - teacher will mark a sample each star write (ensuring that each child has a star write marked regularly)

Sample will be based on PPG/Non PPG for WT, ARE and GD

Using 2 stars and a next step arrow

★ finger spaces

★ capital letters

⇒ remember full stops

Innovates - a lesson will be allocated for **peer marking** using a toolkit; initially to model and teach the skill, and then to enable children to peer mark. Children will highlight the example on the numbered toolkit, and annotate what the highlighting is an example of. The adult then quickly reviews the peer marking to check that the next steps identified by the peer are accurate.

NB - the tool kit will be part of the Talk for Writing sequence and be put into the children's books after the immersion phase, the teacher will model how they refer to it in their shared writing. Throughout the Talk for Writing process, children are encouraged to use the working walls and work within their books, including toolkits, to help them with their writing.

Invent

Teacher marks each piece of work against the toolkit criteria; annotating the evidence found. Teacher then provides bulleted feedback using two stars and next step arrow eg

- ★ Adverbial phrases
- ★ Formal Language

⇒ Use of relative clauses

Spellings

In any piece of written work the following guidelines for marking will be followed.

Based on the ability of the child a spelling mistake will either:

- Have the correct spelling above
- Have the spelling error underlined for the child to correct
- Put 'Sp' in the margin of the line where the mistake occurs - child to find and correct

Key Stage 1 - 3 word maximum

Key Stage 2 - 5 word Maximum

The focus of the spelling corrections are targeted towards key words that each particular child would be expected to know based on the level that they are working within, e.g. tricky words or previously taught spellings.

Foundation Stage Subjects

Teachers will tick the key question and mark it with an S if child has needed additional support to understand.

In addition to the spelling guidance above, the two stars and next step arrow to be used but focus to be on knowledge rather than literacy eg

Science	History
<ul style="list-style-type: none">★ technical vocabulary used well★ accurate diagrams <p>⇒ make sure you describe the fair test</p>	<ul style="list-style-type: none">★ clear chronology★ understanding of challenges faced by Roman centurion <p>⇒ develop comparisons between other historical eras</p>

In order for marking to be manageable, not every child's book in every subject will be marked with a comment weekly - however the expectation is that every child's work in an area of the curriculum will be seen weekly.

In addition, 'Live Marking' will pick up on spelling/grammatical errors as seen - but not every child's book will be live marked every day.