

St Mary's Bryanston Square CE Primary School



Assessment policy

2022-23

Excellence with Compassion

“Love your neighbour as yourself” Mark 12.31

Assessment Policy

A Definition of Assessment

Assessment is a judgement of what a child knows, understands or can do: it should be an informed decision based upon the evidence collected and interpreted by the teacher. Assessments must be an integral part of the planning, teaching and learning process.

There are two types of assessment:

Formative – tracking achievement through records i.e. marking, assessment through omission, planned intentions, targets, learning ethos (intrinsic reward). There is regular retrieval practice with low stake opportunities to retrieve knowledge stored in the long term memory

Summative - testing a child's knowledge at a given time i.e. testing

Rationale

In order for a child to learn, it is necessary to plan for learning situations, based on informed judgements. We make assessments of attainment and needs in order to make these judgements. It is the entitlement of every child in the school to be given an education that builds on their strengths, addresses their individual needs and ensures progression across all curriculum areas. Assessment is an essential part of the delivery of children's entitlement to a high quality education.

At St Mary's we make assessments to:

- inform planning for the individual, groups and the whole class
- be used as a diagnostic tool, providing more detailed information about individual children's strengths and areas for development.
- ensure that work is appropriately challenging
- to be summative, providing a snapshot of each child's achievement
- monitor progression and continuity throughout the whole school
- provide information for parents, colleagues and governors
- enable senior leaders, subject leaders and the whole staff team, to be evaluative of to have an overview of the strengths and weaknesses throughout the school
- Ensure statutory assessment points are met, and reported to relevant stakeholders.

Success Criteria

- All adults who work with the children will be involved in assessment.
- Assessments will be closely linked to the National Curriculum programmes of study
- Results and progress will be celebrated and shared.
- Assessment informs planning and adaptive teaching
- There will be a clear transfer of information between staff

Equal opportunities

We believe that all children, regardless of race, gender or ability, have an equal entitlement to a broad and balanced curriculum. Achievements are measured in the context of the child's own ability and stage of development as well as in relation to National Curriculum expectations.

1) Children with Special Educational Needs

Children who have been identified as having special educational needs are provided for in accordance with the SEND Code of Practice and classroom differentiation. For more information, refer to the SEN Policy and Code of Practice.

2) Children with English as an Additional Language

Children who are multilingual are valued within the school community.). An EAL tracker is used for the English initial assessment and English language acquisition is language levels are assessed twice a year (see EAL Policy).

Assessment Structures

Assessments are based on what a child is able to achieve in relation to the programmes of study from the National Curriculum, linked to the school's prescribed curriculum.

Strategies for Teacher Assessments

Children will be continually assessed throughout the year. Assessments will be based on a combination of:

- observations and conversations with children
- work produced in the course of every day activities and marked in line with the marking policy
- specific assessment tasks
- daily assessment resulting in adaptation of weekly plans
- testing in the form of low-stakes quizzes and regular opportunities for retrieval practice.

Summative and Formative assessments

These are currently used at St. Mary's.

EYFS

- Within the first six weeks of school, all children in Reception have a baseline assessment
- Informal observations in the Foundation Stage, in line with the Early Learning Goals and the Foundation Stage Guidance.
- Continuous teacher assessments
- Children's progress is captured using Tapestry
- Early Learning Goals
- Live feedback

KEY STAGE ONE

- Continuous teacher assessments (including live feedback)
- Monitoring reading through running records, individual and guided reading records
- End of block assessments using White Rose Maths
- Half termly Maths assessment using Rising Stars
- English termly assessment
- Annual reports to parents
- Phonics check (Year 1)
- KS1 tests (Year 2)
- All

KEY STAGE TWO

- Continuous teacher assessments (including live feedback)
- Monitoring reading through running records, individual and guided reading records
- End of block assessments using White Rose Maths
- Half termly Maths assessment using Rising Stars
- English termly assessment
- Annual reports to parents
- Year 4 Multiplication Times Table Check

- Rising Stars reading comprehension tests (Years 4-6)

Assessment timetable:

Teachers are required to assess children's progress against age-related expectations throughout the year, as detailed below.

When	What	Tracking
Term 1	Maths Reading Writing	Update assessments by the end of (date TBC)
Term 2	Maths Reading Writing Science RE	Update assessments by the end of (date TBC)
Term 3	Maths Reading of term Writing	Update assessments by the end (optional – no data analysis)
Term 4	Maths Reading term Writing Science RE	Update assessments by the end of (date TBC)
Term 5/6	Maths term 5 Reading Writing Science RE All other foundation subjects	Update assessments by the end of PP meetings in April Update assessments ready for reports to parents Data analysis of June data Update assessments (exceptional additional progress) in July for final data analysis/evaluative PP meetings/handover

Teacher assessments:

Teacher assessments are recorded on 3BM sheets for Reading, Writing and Maths. The termly assessment data is triangulated and data entered onto SIMs four times over the course of the academic year (Half terms 1, 2, 4 and 6). All children are expected to make at least one year's progress each year and where children are working below age related expectations, progress should be accelerated (more than one year).

SEN:

Some children with Special Educational Needs may be working below age-related expectations. These children should not just be entered as 'working below': teachers need to specify which year group the child is working at. Teachers will use their professional judgement to decide on the stage the child is working at.

For children working outside of the National Curriculum objectives, the Engagement Model will be used to guide and inform teacher assessment.

EYFS:

Assessment is against the prime and specific areas of the Early Years curriculum. There is high importance given to the development of speech and language and literacy skills throughout, especially the acquisition of vocabulary, reflecting the roles these play in improving children's outcomes and ensuring that "*what children know and can do, build towards cumulatively sufficient knowledge and skills for their future learning*" (Ofsted 2019).