

# St. Matthew's Church of England Primary School

## ASSESSMENT POLICY

### *St. Matthew's Church of England Primary School's mission statement*

*We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful, loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.*

*Our motto: Live, Love, Learn*

### **Rationale**

At St. Matthew's we want our pupils to enjoy their learning and develop the necessary knowledge and skills to influence their own lives. We want them to look back on a positive experience, reach their full potential and make a worthy contribution to our community and society.

Assessment at St. Matthew's is an essential part of the teaching and learning process. It is used to inform teaching and ensure continuity and progression of pupils' learning. We believe that assessment is a two way process between teacher and child. In order to improve, children need to be clear about what steps they need to take to achieve their full potential. Therefore, at St. Matthew's we place great emphasis on establishing a very direct and clear relationship between that which is to be taught and learned, and assessment.

### **Curriculum Review**

Teachers and leaders have recently undertaken a review of our curriculum and assessment procedures in order to improve engagement, knowledge, skills and outcomes for all pupils. Leaders have also considered ways of reducing the workload associated with assessment and data collection for class teachers.

It is hoped that improvements to the curriculum will encourage deep learning, increase long term retention of knowledge and skills and ensure children are able to apply their learning in a variety of contexts. As a consequence, children will be better prepared for their next stage of their education both within and beyond primary school.

### **Purposes**

- **Improve the quality of children's learning.**  
Assessment by the teacher and child informs future steps in terms of planning, teaching, learning and assessment. This ensures each pupil makes good or better progress.
- **Inform teachers planning and provision of activities.**  
Formative and summative assessment techniques are used to evaluate knowledge, skills and understanding. This informs teacher planning, class groupings, the deployment of teaching and learning assistants and interventions. Formative assessment is used on a lesson by lesson basis to ensure the teaching strategies used meet the needs of our pupils and challenge their thinking. Evidence will be collected, reviewed and moderated periodically.

- **Raise whole school standards.**

Assessment information and pupils' work is analysed to evaluate strengths and areas for development in each subject. This is undertaken by the Headteacher, Phase Leaders and all subject leaders. It is then shared with class teachers, who will implement appropriate teaching and learning strategies.

- **Inform parents regarding attainment and progress.**

Parents/carers are invited to the Headteacher's Information Evening early in the autumn term where they are able to meet with the class teacher. They are given important information about class specific curriculum, end of year expectations and learning goals for all SEND and Key Stage Two pupils. Parents also receive information regarding their ways to support their child's academic and personal development at home.

A written summary report is sent home at the end of the autumn term which provides parents with a clear indication of their child's effort and progress, in relation to school expectations for the time of year.

During the spring term, parents are invited to meet with the class teacher and discuss their child's attainment, progress and attitude to learning. Teachers also share any learning goals and ways to support learning and development at home.

At the end of the summer term, parents receive a full written report that provides clear information on attainment, progress and achievement. Attainment is expressed as working at, above or below age related expectations for reading, writing and mathematics. For all other subjects, attainment is expressed as working at age related expectations or below. Should parents have any queries concerning this report, they are invited to discuss this on an allocated evening in July.

**Parents are welcome to arrange meetings with their child's class teacher whenever they feel it is necessary. School will contact parents regarding attainment and/or progress if there is a cause for concern. This will ensure that school and parents work in partnership to provide the necessary support at the earliest opportunity.**

### **Teaching and Learning**

Teachers use a variety of teaching and learning strategies including whole class, guided/independent group and individual work. These may vary in group type depending on the activity; for example mixed or ability groups.

For more detail, refer to the Teaching and Learning Policy.

The school uses assessment for learning and metacognition strategies within lessons. This includes the following key areas:

- Activating prior knowledge and skills
- Teacher modelling and guided practice
- Kagan groups and learning partners
- Success criteria led learning agreed with the pupils
- Peer/self-assessment activities
- Effective questioning
- Structured reflection and knowledge checks
- Quality feedback for learning

Teachers use a variety of techniques and materials, including written tests, observations and discussions with pupils to aid with assessment and planning for next steps in learning.

### **Oral and Written Feedback**

Oral and written feedback is used to both celebrate success and identify areas for improvement. Whenever possible, marking is an interactive process with individual pupils. Children are also given opportunities for peer and self-assessment in order to maximise their understanding of the assessment process.

Guidelines for written feedback

- It is most effective if it is provided at the earliest opportunity, preferably during the lesson
- Should be positive, linked to lesson objectives and next steps
- Should be informative and age appropriate
- Children should be allowed the time to review written feedback
- Teachers should use their professional judgment when marking individual pieces of work

For more detail, refer to the Feedback section of the Teaching and Learning Policy.

### **Target Setting**

Teachers frequently set and review curricular targets for pupils. This is done on a lesson to lesson, week to week basis and ensures that all pupils are clear about their next steps in learning. These targets may be recorded as *next steps learning* in books or by way of stickers or individual charts. End of year targets are also set in reading, writing and mathematics at the beginning of the autumn term based on the assessments from the previous year and any other information pertaining to individual pupils. As a guide for teachers and leaders, six steps in Target Tracker represents good progress. However, this is adjusted on an individual pupil basis taking into account their learning needs.

*Targets in terms of classes or cohorts are reviewed by the Senior Leadership Team as part of the school improvement process.*

### **Formative and Summative Assessment**

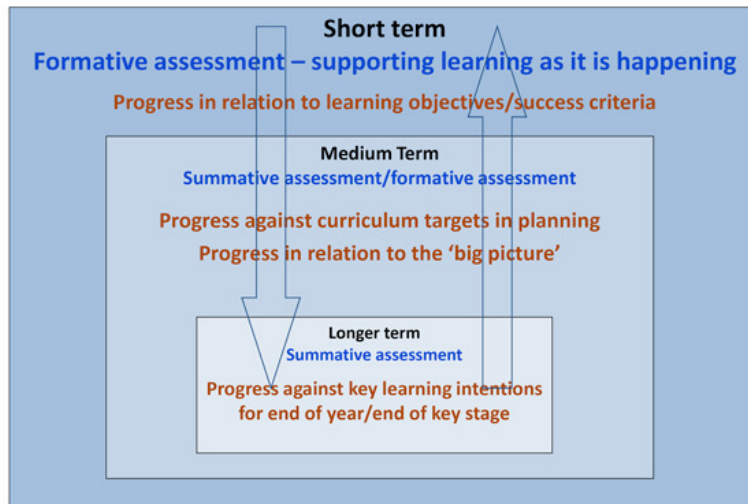
In the short term, assessment serves its primary, **formative** purpose, supporting learning as it happens moment by moment, lesson by lesson. Over time, as pupils learn, assessment evidence accumulates, which provides a wealth of information that can be used in the medium term to show both attainment and progress against learning outcomes. Teachers draw information from a variety of sources to make assessments on where a child is on their learning journey, what they need to do next and how to provide the best opportunities for them to achieve these goals.

Assessment begins to have a **summative** purpose, where the cumulative evidence from on-going learning provides information that indicates the extent to which pupils are attaining against planned learning outcomes and making the expected progress throughout the year. This is discussed with class teachers at Pupil Progress Meetings, which take place at the end of each Assessment Window.

In the longer term, cumulative evidence is used for a **summative** purpose to judge attainment and progress in relation to end of year or the end of a key stage expectations. This information is shared with parents in the form of a written report.

The diagram below provides a visual representation of formative and summative assessments.

### Assessment in the short, medium and longer terms



Assessment evidence is also quantified in terms of the *proportions* of pupils achieving, exceeding or working below age related expectations. This information is used to set whole school or cohort specific targets as part of the school improvement process. This information is then shared with staff, the governors' Achievement Committee, and subsequently the Full Governing Body, on a regular basis.

### Target Tracker

The assessment and tracking system used in school is 'Target Tracker'. This is used by teachers to record and monitor pupils' attainment and progress, and plan for next steps in learning.

Target Tracker uses a system of **steps** and **statements** and each year group is referred to as a **band** (e.g.: Year 1 = Band 1; Year 2 = Band 2 etc.).

Each band is broken down into **six steps**. These are **Beginning (B)**, **Beginning plus (B+)**, **Working within (W)**, **Working within plus (W+)**, **Secure (S)** and **Secure plus (S+)**.

Below is an outline of how these bands describe how children are doing in terms of meeting their Age Related Expectations (ARE) by the end of the academic year.

- Beginning (B) - Children are secure in up to **24%** of Age Related Expectations.
- Beginning plus (B+) – Children are secure in up to **39%** of Age Related Expectations.
- Working Within (W) - Children are secure in up to **54%** of Age Related Expectations.
- Working Within Plus (W+) - Children are secure in up to **69%** of Age Related Expectations.
- Secure (S) - Children are secure in up to **84%** of Age Related Expectations.
- Secure Plus (S+) - Children are secure in up to **100%** of Age Related Expectations.

For a child to achieve age related expectations within each band, they would need to reach at least the Working Within Plus (W+) step at the end of the appropriate year.

Wherever a child begins their learning in early September, we expect them to make at least six steps progress from the end of one academic year to the next. So if a child was 3S at the end of Year 3, we would expect

them to achieve 4S at the end of Year 4. Over time, accelerated progress of more than six steps will close any gaps.

SEND children are usually expected to make four steps progress over one academic year. This may be adjusted depending on the specific needs of the child and to ensure these pupils are both supported and challenged appropriately.

### **Summative Assessment Windows**

Summative assessment in the form of tests and/or tasks is used to provide accurate information about levels of attainment and progress. At St. Matthew's pupils in Year 1 to 6 inclusive will be required to undertake assessments in reading, writing, spelling/punctuation and grammar (SPAG) and mathematics twice a year. Assessment Window 1 is carried out in early February. Assessment Window 2 takes place in May for Year 2 and 6 pupils, adhering to statutory expectations and procedures. For all other pupils, Assessment Window 2 takes place in late June.

Where age related National Curriculum expectations are not appropriate for individual pupils, for example for some children with special educational needs or disabilities, PIVAT assessments are applied. This is carried out in consultation with the Inclusion Co-ordinator.

The tests or tasks undertaken by pupils are used to support ongoing teacher judgements. However, they are an important part of the evidence base that class teachers use to make a final judgement on the attainment or learning stage of individual pupils.

### **Science**

Class teachers make end of curriculum topic judgements for pupils from Year 1 to Year 6. Key Stage 2 pupils complete written assessments that contribute to any other information the teacher has recorded. Assessment information pertaining to the *working scientifically* element of science is gathered through assessments, observations and discussions with pupils. Attainment and progress in science is recorded through the curriculum statements in Target Tracker. Statutory assessment data is collected by the Local Authority at the end of Year 2 and Year 6 and reported to parents.

### **Religious Education**

Class teachers enter an end of year step judgement in Target Tracker that is reported to parents. Evidence for achievement against attainment targets in the Church of England Agreed Syllabus is collated in class portfolios. Written work, oral contributions in lessons and development of key skills are all considered when making a decision about end of year attainment in Religious Education.

### **Assessment of non-core Curriculum Subjects**

Class teachers make an end of year judgement that is recorded in the school tracking system and reported to parents. Written work, oral contributions in lessons and development of key skills are all considered when making a decision about end of year attainment against age related National Curriculum expectations. Class teachers make their own notes, linked directly to the school's curriculum, both during and at the end of units of learning, in order to inform their end of year judgement. Subject leaders will use Target Tracker to analyse both attainment and progress in their curriculum area. This will be documented in an end of year report to the Headteacher and form the basis of subject specific school improvement plans.

### **Measuring Progress**

The progress that pupils have made at any point in time is related to their learning outcomes expressed in curriculum terms at previous points in time. As assessment information accumulates, it will show for individual pupils, groups and cohorts their current attainment in relation to attainment at previous points in

the year, at the end of previous years and at the end of previous key stages. Detailed progress reports are produced and analysed after each assessment window.

## **Statutory Assessments**

### **Early Years Foundation Stage**

Assessment information provided by nursery settings is used as the baseline assessment for Reception pupils and transferred into Early Years Foundation Stage Target tracker. This gives teachers information about what children can do and their next steps in learning. If a child has not attended nursery, the class teacher will carry out a full assessment as soon as the child has settled. Children in Reception class continue to be tracked throughout the year using Target Tracker. Annual end of year data is collected by the local authority in late June

Reception teachers use on-going formative and summative assessment techniques to inform the Early Years Foundation Stage Profile. Information is gathered through observations, written pieces, practical activities and where possible, parental contributions.

From September 2020, all reception aged pupils will undertake the Department for Education statutory baseline assessment. School was involved in the pilot assessment in September 2019 and therefore all reception pupils at St. Matthew's have taken the assessment, regardless of their start date.

Assessments are moderated internally by the Early Years Foundation Stage Leader, and at statutory Early Years moderation cluster meetings. All local authorities have a statutory duty to moderate a random selection of 25% of their schools on an annual basis. (School's most recent moderation of EYFS assessments took place in June 2019.)

### **Year 1 Phonics Screening**

Year 1 pupils undertake a statutory phonics screening check during the specified week in June. Any pupils who do not achieve the expected standard take a further test at the end of Year 2. (School's most recent Phonics Screening administration inspection visit took place in June 2018.)

### **Year 2**

In June, Year 2 pupils undertake statutory Key Stage assessments for reading, writing and mathematics. A teacher assessment is given for science and speaking and listening.

The Year 2 teacher marks the papers internally but ensure they have a portfolio of evidence to support their judgements. Year 2 attainment is based on both tests and teacher assessment. Assessment evidence consists of information gained through written, practical and oral activities. Assessments are moderated internally by phase and subject leaders, and externally as part of our School Improvement Group (SIG), if appropriate. All local authorities have a statutory duty to moderate a random selection of 25% of their schools on an annual basis. (School's most recent moderation of Year 2 assessments took place in June 2016.)

### **Year 6**

In May, Years 6 pupils undertake statutory Key Stage assessments for reading, writing, mathematics, and spelling, punctuation and grammar (SPAG). A teacher assessment is also given for all of these areas and also for science.

Year 6 tests in reading, mathematics and SPAG are be marked externally. For writing, the Year 6 teacher uses a variety of pupils' writing to make a final judgement of attainment. All local authorities have a statutory duty to moderate a random selection of 25% of their schools on an annual basis. (School's most recent Year 6 SATs administration inspection visit took place in May 2018.)

### **Data Analysis**

Assessment information is analysed by the Headteacher and Deputy Headteacher after each assessment window. The attainment and progress of individual pupils and groups is discussed with the class teacher during pupil progress review consultations. Where necessary the DHT, Inclusion Co-ordinator and class teachers implement appropriate strategies and resources for pupils, including group and one to one support programmes. Governors scrutinise both data and the school leadership response to it, at termly Achievement Committee meetings.

Outcomes for statutory key stage assessments are analysed at the earliest opportunity by the Headteacher, Senior Leadership Team and governors' Achievement Committee.

All subject leaders analyse school data at the end of the academic year in order to inform their action plans. Phase Leaders may scrutinise data more frequently in order to evaluate progress against current phase objectives in particular areas of the curriculum or for specific groups of pupils.

Information pertaining to assessments, performance of groups, moderation and developments in teaching and learning are all used to inform the Self Evaluation Summary and School Development Plan.

### **Support and Continuous Professional Development for Teachers**

During the school year, all teachers are encouraged to use the expertise of colleagues across the federation to support them with their assessment judgements. All teachers are free to discuss any issues they may have with senior colleagues and subject leaders. Discussions during pupil progress review consultations aim to develop teachers' skill and expertise in both formative and summative assessment. Moderation activities or CPD meetings may be organised within curriculum phases by Phase Leaders or for the wider school staff by subject leaders.

Moderation activities and subject specific training are also organised across the school improvement group (SIG) to support teachers and subject leaders. School is committed to funding staff training and development through this route.

**This policy is a working document which will be reviewed and evaluated periodically.**

**The named Assessment Leader is: Mrs Lynne Martin (DHT)**

**Presented to Achievement Committee: April 2020**

**Date of next review: April 2022**