

St. Matthew's Church of England Primary School

ASSESSMENT POLICY

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 what is assessed.

At St. Matthew's we believe that our teachers know their children and our curriculum well and are therefore able to provide accurate judgements on achievement and progress.

Purpose

The purpose and aims of this policy and our approach to assessment are to:

- Improve outcomes for all children
- Raise whole school standards
- Evaluate the impact on learning of our intended and implemented curriculum
- Identify children at risk of falling behind and provide them with the correct support
- Inform teachers and children of the next steps in learning
- Recognise and celebrate the small steps of learning and progress that children make
- Ensure that assessment policy, procedure and practices are not onerous for teachers, allowing them to spend more time on the core purposes of teaching and learning

Target Tracker and Whole School Tracking

The 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.

Children are assigned the following step assessments at the end of the year for each subject:

- B+ (beginning age related expectations)
- W+ (working at age related expectations)
- S (working securely at age related expectations)

For some children with SEND, teachers may use PIVATS (Performance Indicators for Valued Assessment and Targeted learning). This is an alternative, but complimentary, assessment and tracking tool designed to assess and celebrate small steps in learning.

Please see Appendix 1 for further detail

Measuring and Tracking Progress in Target Tracker

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.

Please see Appendix 2 for the agreed progress measures in school from Year 1 to Year 6

Formative Assessment

Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. This is one of the most important ways a teacher knows which children are reaching expected outcomes and any that are not. We use a range of formative assessment strategies such as pupil observations, retrieval practice using knowledge organisers, low stakes quizzes, Kagan pairs or groups, effective questioning and daily marking and feedback. This information helps teachers to identify and support children who are at risk of falling behind.

Feedback for Learning

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 the planned curriculum, 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

Summative Assessment

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 and mathematics twice a year. Assessment Window 1 is carried out in March and Window 2 takes place at the end of June or early July. Year 6 pupils complete SATs in reading, English Grammar, Punctuation and Spelling (EGPS) and maths during the designated week in May. *Please see Appendix 3*

Reading and mathematics

For reading and mathematics school uses PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Mathematics). These are standardised, curriculum related tests that are available in both paper based (used in KS1) and digital (KS2) formats.

Where age related National Curriculum expectations are not appropriate for individual pupils, PIVATS are applied. This is carried out in consultation with the Inclusion Co-ordinator.

Writing

Teachers collect evidence for writing throughout the year. At the two assessment windows in March and June/July, children complete a fiction and non-fiction written task. These independent tasks are used, in combination with other recent pieces of written work, to provide a step judgement for writing.

Science

Class teachers make end of curriculum unit 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 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.

Physical Education

Class teachers use PE Passport to monitor lesson by lesson attainment and progress in physical education. A step is entered into Target Tracker at the end of year and reported to parents.

Assessment of non-core Curriculum Subjects

Class teachers make an end of year judgement that is recorded in Target Tracker 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.

Statutory Tests and Assessments

Early Years Foundation Stage

During the second or third week in school, Reception teachers carry out the national Reception Baseline Assessment (RBA) which is administered through the Standards and Testing Agency.

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.

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. Children in Reception class continue to be tracked throughout the year using Target Tracker and end of year data is collected by the local authority in late June.

Assessments are moderated internally by the Early Years Foundation Stage Leader, and externally at Early Years moderation cluster meetings. The local authority also provides annual, voluntary moderation visits by a trained moderator. (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 check at the end of Year 2. 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 Phonics Screening administration inspection visit took place in June 2022.)

Year 4 Multiplication Tables Check

Year 4 pupils undertake a statutory multiplication check during a specified week in June. This is administered in digital format by the class teacher.

Year 6

In May, Year 6 pupils undertake statutory end of Key Stage 2 assessments for reading, mathematics and English Grammar, Punctuation and Spelling (EGPS) A teacher assessment is provided for writing and science. Where appropriate, the 'engagement model' would be applied for children with complex special educational needs in order to provide statutory assessment at the end of Key Stage 2.

Year 6 tests in reading, mathematics and SPAG are 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 writing moderation was 2022.)

Reporting to Parents and Carers

In September each year, parents are provided with important information about class specific curriculum, end of year expectations and learning goals for all SEND pupils. Parents also receive information regarding their ways to support their child's academic and personal development at home.

At the end of the autumn 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.

A written summary report is sent home at the end of the spring 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.

At the end of the summer term, parents receive a full written report that provides clear information on attainment, progress, attitude to learning and next steps. Attainment is expressed as Working Towards (WT) or Working At (WA) age related expectations for all subjects. Some children with SEND will receive an adapted end of year report detailing their progress towards their individualised learning goals, attitude to learning and next steps.

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.

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 are organised within curriculum phases by Phase Leaders or for the wider school staff by subject leaders.

Linked Policies

- Teaching and Learning Policy 2025
- Early Years Foundation Stage Policy 2025
- SEND Policy 2024
- All subject specific policies

This policy is a working document which will be reviewed and evaluated periodically by staff and governors.

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

Presented to Achievement Committee: January 2025

Signed Chair of Governors.....

Next planned review: January 2027

<u>Learning Stage</u>	<u>Pupil Profile</u>	<u>Provision through the year for Learning Stages</u>	<u>End of Phase Target</u>	<u>End of School Target</u>	<u>Ready for High?</u>
PIVATS	<p>Pupil is identified as SEND and experiences significant learning and/or development challenges. Pupil may be able to access some age-appropriate curriculum but core subject assessments indicate pupil is significantly behind age related expectations.</p> <p>Pupil will usually have either an EHCP or be part of in-school nurture provision.</p>	<p>A highly personalised curriculum ensures pupil makes appropriate progress in key areas of learning and development. Individual educational plans devised by the class teacher with support from the Inclusion Leader and local authority SEND Support Service. High quality teaching, learning, feedback and support ensures progress is made at a rate that is appropriate to the child's needs. With adult support where appropriate, a personalised curriculum is followed in order for pupils to reach their true potential.</p> <p>Assessments carried out on a termly basis by the class teacher following discussions with assigned SEND support assistant. Assessments recorded in PIVATS documentation on a termly basis and in whole school tracking system at the two assessment windows.</p>	Pupil Specific	Pupil Specific	<p>Pupil Specific</p> <p>May require specialist provision</p>
B+	<p>Pupil is able to access age-appropriate curriculum but has not achieved the majority of end of year expectations. Individual may have documented special educational needs or other significant barriers, e.g., EAL, SEMH or be a new arrival in the UK.</p> <p>Pupil requires regular support in order to access the curriculum and is at high risk of not achieving end of phase or end of school target.</p> <p>Pupil is not adequately prepared for the next stage of the curriculum and will require intervention in the next class. SEND assessments <i>may</i> be necessary to gather more evidence of need/gaps in learning.</p>	<p>High quality teaching, learning, feedback and support ensures pupils develop age related national curriculum knowledge, skills and understanding. Specialist intervention both in and out of class to ensure children make accelerated progress through developing their cognitive skills, consolidating learning and closing significant gaps. Diagnostic assessments carried out to identify gaps in learning. Where appropriate, individual educational plans, devised by the teacher with support from Inclusion Leader. Pupil <i>may</i> have some allocated one to one support or be part of in-school nurture provision.</p> <p>Summative assessments in reading, writing and mathematics at two assessment windows and entered into whole school tracking system.</p>	W+	W+	Yes
W+	<p>Pupil is working within age-appropriate curriculum expectations. However, there may be some gaps in learning, persistent misconceptions or poor learning habits. Individual may require timely intervention in order to <i>unpick and re-learn</i> very specific areas of the curriculum.</p> <p>Pupil ready for the next stage of the curriculum but will benefit from consolidation and retrieval activities in the next class.</p>	<p>High quality teaching, learning and feedback ensures pupils develop age related national curriculum knowledge, skills and understanding. Individuals are engaged in the right balance of practise, consolidation and application activities. Formative assessment informs planning, and learning is carefully designed to allow pupils to become confident and secure at age related curriculum standards.</p> <p>Summative assessments in reading, writing and mathematics at two assessment windows and entered into whole school tracking system.</p>	W+	S	Yes
S	<p>Pupil is secure at the majority of age-appropriate curriculum expectations and has no areas that are below W+.</p> <p>Pupil shows evidence of deep learning through observations, oral feedback and written assessments, and is well prepared for the next stage of the curriculum.</p>	<p>High quality teaching, learning, feedback and challenge that develops deep understanding and inspires application across a range of curriculum subjects. Appropriate challenge and mastery activities lead to deep learning in some areas of the curriculum. Formative assessment ensures pupils are provided with the right balance of consolidation, challenge, mastery and application activities.</p> <p>Summative assessments in reading, writing and mathematics at two assessment windows and entered into whole school tracking system.</p>	S	S+	Yes
S+	<p>Pupil is secure at all age-appropriate curriculum expectations and demonstrates knowledge, skills and understanding at greater depth.</p> <p>Achieves greater depth standard in national standardised tests or in teacher assessments. <i>Reported in Year 6 only.</i></p>	<p>High quality teaching, learning, feedback and challenge that develops deep understanding and inspires application across a range of curriculum subjects. Individuals are frequently engaged in high order challenge and mastery activities and their metacognition skills are well established.</p> <p>Summative assessments in reading, writing and mathematics at two assessment windows and entered into whole school tracking system.</p>	S+	S+	Yes

Appendix 2 Progress in Target Tracker

Progress from Previous Year to Assessment Window 1 (Spring)

Previous Year Assessment (Window 2)	Current Year Assessment (Window 1)	Progress
B+	B	Expected
	W	Accelerated
W+	B	Limited progress
	W	Expected
S	B	Limited progress
	W	Expected

Year on Year progress

Previous Year Assessment (Window 2)	Current Year Assessment (Window 2)	Progress
B+	B+	Expected
	W+	Accelerated
	S	Exceptional
W+	B+	Regressed
	W+	Expected
	S	Accelerated
S	B+	Regressed
	W+	Regressed
	S	Expected

Appendix 3 Summative Assessment Overview

	Autumn	Spring	Summer
EYFS	Baseline Assessment (week 2 or 3) Early Years Foundation Stage Profile Wellcomm assessments	Early Years Foundation Stage Profile SEND PIVATS updated Wellcomm assessments	Early Years Foundation Stage Profile Wellcomm assessments SEND PIVATS updated
Year 1	Knowledge retrieval from previous year Teacher gathers evidence through formative assessment SEND PIVATS updated	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated Interim Phonics Screening Check Step in Target Tracker for reading, writing and maths	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated Phonics Screening Check (June) End of year step for Target Tracker for all subjects
Year 2	Knowledge retrieval from previous year Teacher gathers evidence through formative assessment SEND PIVATS updated	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated Step in Target Tracker for reading, writing and maths	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated End of year step for Target Tracker for all subjects
Year 3	Knowledge retrieval from previous year Teacher gathers evidence through formative assessment SEND PIVATS updated	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated Step in Target Tracker for reading, writing and maths	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated End of year step for Target Tracker for all subjects
Year 4	Knowledge retrieval from previous year Teacher gathers evidence through formative assessment SEND PIVATS updated	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated Interim Multiplication Tables Check Step in Target Tracker for reading, writing and maths	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated Multiplication Tables Check (June) End of year step for Target Tracker for all subjects
Year 5	Knowledge retrieval from previous year Teacher gathers evidence through formative assessment SEND PIVATS updated	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated Step in Target Tracker for reading, writing and maths	Teacher gathers evidence through formative assessment PIRA, PUMA & writing assessment SEND PIVATS updated End of year step for Target Tracker for all subjects
Year 6	Knowledge retrieval from previous year Teacher gathers evidence through formative assessment SEND PIVATS updated	Teacher gathers evidence through formative assessment Past SATs reading, maths & writing assessment SEND PIVATS updated Step in Target Tracker for reading, writing and maths	Teacher assessment for writing and science Statutory reading, EGPS and maths SATs (May) or 'engagement model' SEND PIVATS updated End of year step for Target Tracker for all subjects