

St Luke's Primary School



Assessment Policy 2023

Introduction

This Policy outlines the purpose, nature and management of assessment at St Luke's Primary School. Assessment compliments and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at St Luke's and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment procedures at St Luke's Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has been delegated to the Deputy Headteacher, who is the Assessment Leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area. All Teachers and Subject Leaders follow the assessment schedule (see appendix).

Entitlement

It is the entitlement of every child at St Luke's to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

St Luke's Primary School



Implementation

Assessment is a daily part of the life of our school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve.

Throughout the terms more formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be diagnostic, providing more detailed information about individual children's strengths and areas of development
- to be summative, providing a snapshot of each child's achievement - these can be reported to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- to inform the children to enable them to develop their learning

Specific targeted areas learning intentions and assessment opportunities are identified in our medium term plans. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Forms of Assessment:

Day-to-day In-School Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions.

St Luke's Primary School



It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.

It also enables teachers to identify if children are working at greater depth.

Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning, marking of pupils' work using our feedback guidelines (see marking and feedback policy) and observational assessment.

Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

In School Summative Assessment

- Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time.
- It provides evidence of achievement against the objectives of the curriculum.
- It is useful in informing teaching and learning in subsequent lessons.
- This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

In **Writing**, teachers plan for at least half termly 'Hot and Cold Writes' as part of their Text Drivers work. Each child is provided with individualised feedback on their 'Hot Write' using set templates for each year group and specific writing genres.

An annual closed writing task is administered and uploaded to 'No More Marking' which is a comparative judgement assessment process involving evidence from schools across the UK.

In **Reading**, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum objectives. We monitor pupil attainment below a PM Benchmark 24 half termly and use this information formatively to adjust groups and set learning targets. Reading groups are seen as fluid in response to the presenting assessment data collated over time. (see appendix)

St Luke's Primary School



Termly PIRA tests are also administered. (see appendix)

In the EYFS and Year 1 progress in **Phonics and Tricky Words** is assessed termly and individual / group plans are set. It is expected that by Year 2 children will have acquired the age expected standard in phonic knowledge and be ready for an individual spelling plan in Year 2. From that point **Spellings** are set on an individual bases from using information the Single Word Spelling Test (SWST). Progress is monitored by the class teacher.

In **Maths**, teachers use Abacus assessment resources alongside other bespoke assessment material to provide evidence of achievement against the curriculum objectives.

Termly PUMA tests are also administered. (see appendix)

The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or who have fallen behind are targeted for interventions and rapid response work such as Reading Recovery, Boost Reading at Primary (BR@P) and Reading Fluency.

End of Key Stage One Assessments.

At the end of year 2 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading - working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing - working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working below the expected standard, working at the expected standard and working at greater depth within the expected level.

Teacher assessments are evaluated by a member of the Island Moderation Team in the early Summer Term. A pre set task in maths is completed and the Moderator will read with a mid range focus pupil and discuss their maths task.

End of Key Stage Two Assessments:



St Luke's Primary School



Teacher Assessments

At the end of year 6 pupils will be given teacher assessment standards in reading, writing and mathematics. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth

Teacher assessments are evaluated by a member of the Island Moderation Team in the early Summer Term. A pre set task in maths is completed and the Moderator will read with a mid range focus pupil and discuss their maths task.

The pupils will also sit closed tests which will consist of:

- English reading Paper 1 - reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 - short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 - arithmetic
- Mathematics Paper 2 - reasoning
- Mathematics Paper 3 - reasoning

Marking and Feedback

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning of future lessons. Our Marking and Feedback Policy ensures

St Luke's Primary School



a consistent approach to marking throughout the school, including opportunities for children to self assess and peer mark their learning. (See school Marking and feedback Policy)

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at St Luke's Primary School. Staff use success criteria, peer marking and peer and self assessment to involve pupils in their learning and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our marking system of 'Green for Growth' (teacher feedback) and 'Purple Power Pen' (child response) system ensures that children know what they need to do to improve and what they have done well.

National Curriculum assessments (SATs)

End of Key Stage 2 NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage.

This information is shared with the staff. Children in Years 1, 2, 3, 4, 5 and 6 will be assessed using the National Curriculum Objectives and is tracked on SIMS. This information is compiled 3 times per academic year. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place with a representative from the SLT after each batch of assessments have taken place.

Other standardised tests

Children in Year 2+ with Special Educational Needs or Disabilities, may also sit a YARC assessment at an agreed point to assess their reading accuracy, rate and comprehension in



St Luke's Primary School



reading. This assessment will be administered as part of a pre intervention data collection and a post intervention review of progress.

All data is stored on SIMS for staff to access. This data is also fed into Provision Map and will automatically update for the writing of new Individual Learning plans or class provisions.

End of key stage assessments

Year 2 and Year 6 teachers set a range of work to enable them to assess the children's achievement against the requirements of the national curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work to assess progress and whether children are working at, below or above the expected standard for the end of the key stage. The year group teachers concerned make these judgements, with advice from the core subject leaders, the Headteacher and Deputy Headteacher. Teacher assessment at KS1 & 2 are moderated by representatives of the Education Department. Internal moderation is used to validate teacher assessment across the school and takes place at Pupil Progress Meetings on a termly basis.

Accuracy and consistency of Judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. St Luke's has a history of working as a part of a Tri School with colleagues in our cluster to ensure that our judgements are accurate and consistent.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is requested so that we continue to develop and improve our practice.

St Luke's Primary School



Target Setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 - 6. Short term (next steps) targets in writing, reading and maths are set in Early Years Foundation Stage (EYFS) and Years 1 - 6. They are reviewed regularly.

Foundation Stage Assessments

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the Nursery and Reception years. Written information and record sheets are passed to Year one. The EYFS teacher meets with the Headteacher and Assessment lead (DHT) to discuss the children's progress at termly PPM meetings.

The Foundation Stage Profile begins in nursery, added to each term, and completed by the end of the EYFS year. On entry to EYFS at St Luke's Primary School, the seven areas of learning are assessed using Development Matters statements to develop an initial overview of children's abilities. These seven areas of learning are then regularly assessed through both teacher and child initiated activities in the form of observations and evaluations. These assessments are then inputted into the Foundation Stage E Profile (EEXAT) each term and progress tracked over the year.

These assessments are moderated by the Education Department Moderation Team members.

Records

Results of end of unit assessments, formative assessments, summative assessments (PIRA and PUMA) and teacher assessments are stored on SIMS and on the ongoing tracking sheets saved on the school network (Teacher Sensitive drive).

The above records enable the class teacher to assess the progress made by each child and are an important part of the formative assessment needed for future planning.

(See appendix A: Assessment timetable)

St Luke's Primary School



Curriculum Links

Assessment is an integral part of curriculum delivery at St Luke's Primary School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular testing of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

Monitoring

The SLT monitor class assessment data during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.

If required, staff meetings are held to discuss and review the procedures in the assessment policy.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at St Luke's ensures that identification of these children is systematic and effective.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCo is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the Additional Support stage of the Code of Practice, or above, an Individual Learning Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

St Luke's Primary School



'Provision Map' is also used to plan provisions for groups of pupils that have been identified as requiring additional support in order to achieve year group objectives. This level of support falls within the Ordinarily Available provision and is implemented and assessed by class teachers as part of the graduated response (plan, teach, do, review) approach as outlined in the code of practice.

Reporting to parents

Parents receive three data sheets each academic year. In KS1 and KS2 the data sheet details the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. The data sheets include a comment slip for parents.

There are three parent teacher consultations in the academic year. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An open door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns by appointment. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with SEND may be given an additional opportunity to meet with the SENDCo and wider school staff if applicable.

Appendix A - Assessment Grid