

# St. Andrew's CE (VA) Infant School and St. Andrew's CE (VA) Junior School

## Assessment Policy



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Version	Date	Description	Revision author
1.0	February 2020		J Swallow L Riley
1.1	February 2022	Changes to EYFS assessment	N Martin
		Changes to KS1 assessment	N Shaw

## **Assessment Policy**

### **1. Rationale**

**1.1** At St Andrew's Infant and Junior schools, we believe that assessment, along with the promotion of a growth mindset, creates a positive learning environment where children can see the steps necessary for their own success. Formative and summative assessments are an integral part of our high quality teaching and learning as they are vital tools to enable teachers to provide feedback, set appropriate work and monitor pupils' progress.

### **2. Aims:**

**2.1** A variety of assessments are used to ensure that the data provided is formative, diagnostic, summative, evaluative and informative. The use of assessment will ensure we are able:

- To monitor and raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To recognise strengths and weakness in order to identify children who are in need of intervention or additional support
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To enable teachers to reflect on how effective their planning and teaching is
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

### **3. Assessment and Recording in the Foundation Stage**

**3.1** In the Foundation Stage a baseline is carried out to assess the children as they enter reception within the first three weeks. Staff use professional judgements and the Development Matters document to record where the child is.

**3.2** Continuous assessment is used on a daily basis by all members of staff. Target Tracker is used to record where the children are at. A mixture of Class big books, children's working books and individual files are used to collect additional evidence to assess using the Development matters statements.

**3.3** Assessments are used to plan a challenging curriculum for all the children that everyone can access. Through high quality continuous assessment any gaps in the children's learning are identified and addressed through continuous provision, quality first teaching, targeted focus activities and differentiation.

**3.4** Teachers use Read, Write, Inc. Phonics tests to support summative assessment alongside other assessment tasks. Writing is assessed through teacher moderation using an independent writing task at least once each half term. SEND children are assessed on their PPP targets and given new ones each half term.

#### **4. Formative assessment**

**4.1** Formative assessment is a range of procedures conducted by teachers at St Andrew's during the learning process in order to modify teaching and learning activities to improve student attainment. Staff provide verbal feedback during lessons. Where written feedback is given, children are expected to read and respond. Examples include:

- Written marking, both during and after the lesson
- Rich questioning
- Whiteboard answers in class
- Discussion
- Observational assessment

**4.2** Teachers use their formative assessment to amend their planning or groupings for future lessons. When needed they plan catch up or pre-teaching groups for key vocabulary, knowledge or skills for individuals or small groups prior to the next session.

#### **5. Summative assessment**

**5.1** Summative assessment is used both weekly and half termly in Key Stage 1 to allow teachers to track and monitor pupils' progress. This data is used to inform future lessons, planning and teaching based on individual and class needs. Weekly assessments include spelling tests and in Year 2 arithmetic tests and reading quizzes using Accelerated Reader. Teachers use the Rising Stars PUMA and PIRA tests termly to assess children and from this set appropriate interventions where needed. Also, Read, Write, Inc. Phonics tests, Common Exception Word spelling and past SATs papers in Year 2 are used to support summative assessment alongside other assessment tasks. Writing is assessed through teacher moderation using an independent writing task at least once each half term. SEND children are assessed on their PPP targets and given new ones each half term.

#### **6. Key Stage 2 Assessment**

##### **6.1 Formative assessment**

Daily formative assessment is used, as in Key Stage 1, throughout the learning process. Children are expected to read and respond, where relevant, to written marking. Formative assessment approaches include:

- Written marking, both during and after the lesson
- Rich questioning
- Whiteboard answers in class
- Discussion
- Peer assessment □ Self-assessment
- Observations

**6.2** Lesson interventions are based on the results of regular formative assessment. Responses to these daily assessments include:

- Catch up sessions with a teacher or teaching assistant
- Repeat teaching of the learning objective in a different format
- Pre-teaching of key vocabulary, knowledge or skills for individuals or groups prior to next session
- Mastery and challenge tasks for those who are achieving the objective

## **7. Summative assessment**

**7.1** Summative assessment is used both weekly and half termly in Key Stage 2 to allow teachers to track and monitor pupils' progress. This data is used to inform future planning and teaching based on individual and class needs. Weekly assessments include arithmetic tests, spelling tests and reading quizzes using Accelerated Reader. Half termly and termly assessments include short end of topic or unit tests, the Accelerated Reader Star test, Rising Stars tests and previous SATs papers for Year 6. Writing is assessed through teacher moderation using an independent writing task at least once each half term. SEND children are assessed on their PPP targets and given new ones each half term.

## **8. Feedback**

**8.1** Children are given feedback in a variety of ways to ensure they understand what it is they are doing well and what they need to do better. Feedback formats include:

- Written marking and feedback from the teacher in books
- Written or verbal peer feedback
- Verbal feedback from the teacher
- Promoting Excellence sheets (these are sent home at the end of each term) □ Weekly arithmetic and spelling scores

## **9. Assessment Recording and reporting**

**9.1** Teachers in Key Stage 1 and 2 use Target Tracker to record and track formative assessment in writing, reading and maths.

### **Key Stage 1**

**9.2** Writing expectations sheets are used to support formative assessment in writing. In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve. These targets are written on individual writing target cards. Teachers support parent's use of formative assessment by providing regular updates in parent pupil progress meetings. Teachers use both summative and formative assessment data to inform their planning and teaching on a daily, weekly and half termly basis. Teachers and leaders regularly compare formative assessment recorded by teachers with evidence in pupil books.

### **Key Stage 2**

**9.3** Written assessments are logged in children's books against the teacher assessment framework for each year group. These objectives are visible in books so children can identify and work on any of the gaps as their targets. Weekly arithmetic scores are recorded by both the children and the teacher and provide an incentive for children to beat their personal best. Children are encouraged to use online programmes such as TT Rockstars to help improve their scores. Teachers use both summative and formative assessment data to inform their planning and teaching on a daily, weekly and half termly basis. Teachers and leaders regularly compare assessments recorded by teachers with evidence in pupils' books and through pupil voice interviews. Parents are informed at the end of each term through the use of Promoting Excellence sheets which show attainment, progress, behaviour and effort.

**9.4** In both key stages, parents are given the opportunity to meet with their child's teacher at parent's evening. Written reports are sent out in the summer term to give a detailed report of their child's progress and achievements in all subjects throughout the year. Children can add their own evaluation of their performance during the year and parents are provided with space to complete their own written feedback.

## **10. Nationally Standardised Summative Assessments**

**10.1** Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

**10.2** Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of the Reception year.
- Phonics screening check in Year 1 with a retest if needed in Year 2.
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2. (Year 6)
- Multiplication times table check. (Year 4)

## **11. Assessment in foundation subjects**

**11.1** Our schools offer a broad and balanced curriculum to our pupils, enabling them to access the content of the National Curriculum in a variety of interesting and engaging ways. Using the aims and knowledge guidance of the Curriculum and the skills outlined in the Rainbow Continuum, we have created a guide to what working towards, expected and greater depth looks like in the foundation subjects. Children are assessed each term on the subjects that have been taught in that time. Key Stage 1 and Key Stage 2 use a key skills grid to log and track where the children are for each subject.

Change to:

In Key Stage 1 and EYFS, teachers track progress using Target Tracker on a termly basis.

As with reading, writing and maths, this data is used both formatively and summatively to inform planning and teaching and to report to parents at the end of the year.

## **12. Assessment for SEND**

**12.1** The vast majority of pupils are assessed on the age appropriate curriculum. Assessment is used diagnostically to contribute to early and accurate identification of a pupil's needs. For children working below their current year group, gaps will be identified from the previous year/s learning. It may be appropriate for some children with severe Special Educational Needs or Disabilities to be assessed using a different system. The school uses PIVATS/EYFS development matters. The decision to assess children using this method is made by the class teacher in consultation with the SENDCO.

## **13. Monitoring and review**

**13.1** Our assessment co-ordinator is responsible for monitoring the implementation of this policy.

**Date: February 2022**

**Renew : February 2024**