



Assessment Policy

St. Matthias CE Primary School

Adopted by Governors: Autumn 2016

Review date: Autumn 2018

Person Responsible: Mrs Claire Davies

1. Rationale

At St Matthias CE Primary Academy, we endeavour to support children to achieve to the best of their abilities and raise pupils' aspirations, confidence and self-esteem. We see assessment as central to this.

2. Why pupils are assessed at St. Matthias

- **Identify** what children know and what they need to learn next
- **Encourage** all children to have high aspirations and strive to do their best
- **Inform** planning (school / class / group / individual), target setting, information for parents and governors, class organisation, school priorities
- **Measure** individual / group progress
- **Track** the progress and attainment of all pupils, year on year
- **Monitor** specific interventions – Numbers Count, First Class Number, Thrive, Phonics, SEND support
- **Record** the successes and achievements of each child
- **Evaluate** the effectiveness of teaching methods / interventions
- **Motivate** teachers and pupils
- **Support** whole school development
- **Comply** with statutory requirements; align school with national standards

Assessment is at the heart of teaching and learning in our academy. It provides evidence to guide teaching and learning and the opportunity for children to demonstrate and review their progress.

At St. Matthias, assessment is incorporated systematically into teaching strategies in order to assess progress and understanding. This enables us to diagnose areas for development; for individuals, groups, whole classes or the whole school.

To ensure our assessments are effective senior leaders and key staff carry out regular reviews and engage in both internal and external moderation processes. Every effort is taken to ensure our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage of the SEND Code



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of Practice. However, we do analyse the progress of different groups in order to ensure we meet individual and group needs.

3. How we assess at St. Matthias and the key intentions of these assessments

We use three main forms of assessment:

- **In-school formative assessment** used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly
- **In-school summative assessment** which enables schools to evaluate how much a pupil has learned at the end of a teaching period
- **Nationally standardised summative assessment** used by the Government to hold schools to account

In-school formative assessment	
<ul style="list-style-type: none"> ✓ Question and answer during class ✓ Marking of pupils' work ✓ Observational assessment ✓ Scanning work for pupil attainment and development 	
Children	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. This knowledge and understanding encourages our pupils to celebrate their successes and develop a thirst and ambition for learning by identifying with them where they need to target their efforts to improve. At St. Matthias, children are encouraged to take part in formative assessment processes through the use of self and peer assessments.
Teachers	In-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate help or extension, as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
Parents	In-school formative assessments provide parents with a rich, constructive picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.
School Leaders	Senior Leaders at St. Matthias regularly check daily assessments to make sure teachers have a clear understanding of where their pupils are in their learning, that problems are identified at an individual level and that each child is appropriately supported to make progress and meet expectations.
Ofsted	Ofsted will be interested in our in-school formative assessment as a means of assuring themselves that our teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools



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In-school summative assessment

- ✓ Short end of topic or unit tests
- ✓ Spelling / Times table tests
- ✓ End year tests
- ✓ Reviews for pupils with SEN and disabilities

Children	In-school summative assessment provides pupils with information about how well they have learned, understood and retained information on a topic or course of work taught over a period of time. It is used to provide feedback on how they can continue to improve.
Teachers	In-school summative assessment enables our teachers to evaluate both pupil learning at the end of a lesson or unit of work and the impact of their own teaching on individuals and the whole class. All of this information supports the planning of future teaching and learning.
Parents	In-school summative assessments can inform parents about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.
School Leaders	Senior Leaders at St. Matthias use summative assessment to monitor the performance of pupil cohorts, identify where interventions may be required or any gaps in provision and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.
Ofsted	Ofsted will want to be assured that schools are operating effective systems of assessment for monitoring and supporting pupil performance.

Nationally standardised summative assessment

- ✓ National Curriculum tests at the end of Key Stage 2
- ✓ Phonics test at the end of Year 1
- ✓ National Curriculum teacher assessments at the end of Key Stage 1
- ✓ New Baseline assessments at the start and end of the Reception year

Children	Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.
Teachers	Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.
Parents	Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.
School Leaders	Senior Leaders at St. Matthias use nationally standardised summative assessment to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. Nationally standardised assessment data is also used by the school to analyse the progress and achievement of different groups within the school ie boys, girls, SEND etc
Government	Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.
Ofsted	Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.



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4. The Key Features of Assessment at St. Matthias

Assessment within the Early Years at St. Matthias

Evidence is collected through observation and discussion and recorded in pupils' learning journeys. Photographic evidence is also collected along with pupil quotations. Together with any written work, this forms the basis of the on-going teacher assessments.

Teachers within the Early Years use this information to set appropriate learning tasks to support each child to make progress. The assessment information is analysed regularly and presented to the Senior Leadership Team. Staff have regular opportunities throughout the year to share assessment information with parents and carers.

Assessment in Key Stages 1 and 2

Along with on-going teacher assessment, more formal assessments are carried out at the end of each term. These are entered on a separate tracking system in school (SPTO) and analysed to measure the attainment and rate of progress of each child and their progress towards set targets.

Past papers and / or published tests are used by staff to inform these teacher assessments.

This data is analysed to identify groups and individuals who may require further intervention and those who are making accelerated progress.

Targets for pupils are set at the start of each year and discussed during Pupil Progress Meeting throughout the year. These targets are linked to teacher performance management systems.

The data analysis informs the School Improvement Plan and our School Self Evaluation documents.

National tests are carried out at the end of Year 1 (Phonics), Year 2 and Year 6. The outcomes of the national tests are shared with parents / carers.

Assessment within Curriculum Subject Areas

In-school formative assessment is used to support teachers' understanding of pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate help or extension, as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

At the end of each year, teachers will formally assess overall pupil attainment for each foundation subject and record whether or not each child is working within age related expectations.



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SEND

The principles of assessment apply to all pupils, including those with special educational needs (SEN) and disabilities. Our assessment systems are inclusive of all abilities. Assessment processes at St. Matthias CE Primary are used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. For pupils with recognised SEN and disabilities, our assessment procedures take into account all aspects of progress including communication, social skills, physical development, resilience and independence. High expectations apply equally to pupils with SEN and disabilities, as to all other pupils. However, assessment methods may need to be adapted for some pupils with SEN and disabilities, for example by using visual stimuli and alternative means of communication.

5. Roles and Responsibilities

Governors	Monitor whole school progress data with support of the Headteacher and Senior Leaders.
Head Teacher / Deputy Head Teachers / Extended SLT	Moderate assessments regularly and provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress using pupil progress meetings and performance management to address underperformance and set targets.
Teaching Staff	Regularly assess pupils and provide feedback. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils and parents as well as school leaders. Providing pupils with feedback which clarifies those aspects of the curriculum where their knowledge and understanding is secure and those areas where there are gaps. Teachers assess pupils' understanding of a topic and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement.
Teaching Assistants	Provide feedback to the teaching staff on progress and attainment of pupils.
Parents and Carers	Support children at home with homework to positively impact on progress.
Pupils	Complete all work to highest of standard in order to make good progress in school.

Our whole school assessment system

Because the new Age Related Expectation (ARE) measurement is quite a blunt instrument, we are using a system which measures the proportion of the ARE statements which a child has achieved at different points in the year. These are based on the interim teacher assessment framework. The names for this proportion are **Emerging**, **Developing** and **Secure**:

Emerging	a child has met approximately a third of the end of year expectations
Developing	a child has met approximately two thirds of the end of year expectations
Secure	a child is secure in all or almost all the end of year expectations, and is able to use and apply their knowledge and skills confidently.



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Typically a child will be **Emerging** through the Autumn Term, **Developing** in the Spring term and **Secure** by the end of the Summer term.

How will this be recorded?

A typical Year 3 child, for example, will be recorded as

Y3E	(Year 3 Emerging)	End of the Autumn term
Y3D	(Year 3 Developing)	End of the Spring term
Y3S	(Year 3 Secure)	End of the Summer term

What happens if my child is capable of working at a very high level?

Under the old levels system, children who were exceeding might have been moved onto the next level. The DfE is very clear that it now expects that children who reach the “secure” bracket to add more depth and breadth to their knowledge, and have more opportunities to develop their using and applying skills.

How do we recognise children who are working in greater depth across the curriculum?

We assess how well children are able to evaluate, explain and analyse across a range of contexts; making links between their learning in different areas.

The level of depth is indicated alongside their age related band as a hashtag;

#1	emerging depth
#2	expected depth
#3	greater depth
#4	exceptional depth

How do we record children who are working below the expectations for their Year group?

Children who are working below the expectations for their Year group are given a band which most accurately reflects their current level of attainment. However, these children will still be taught the curriculum for their year group with additional interventions put in place to support them to be successful.



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Assessment Timeline

When	Activity
Autumn 1	<ol style="list-style-type: none"> Class teachers (Years 2-6) are given; <ul style="list-style-type: none"> an up-to-date class tracking list showing the termly progress made by each child in their class over the previous year information to show each child's baseline assessment for the year (current level) and a target for the end of year / Key Stage as appropriate Teachers check start data to ensure it is accurate and report any concerns to the SLT. <u>Years N / R / 1</u> - Teachers assess each child to establish baseline data. Years 2 / 3 / 4 / 5 / 6 - Teachers set in-class targets for English and Maths EYFS - Teachers establish Learning Journals and set up ongoing assessments on the ipads. Parents Consultation Evening - Parents are kept informed of their child's strengths and areas for development. SEND - IEP targets are shared with parents / carers Year 1 – Teachers establish a Phonics baseline for each child
Autumn 2	<ol style="list-style-type: none"> Pupil Progress Review Meetings – progress reviewed and interventions adjusted accordingly In school moderation meetings End of term teacher assessments in reading, writing, grammar, punctuation and spelling, mathematics and science take place and are recorded on SPTO. SLT analyse SPTO
Spring 1	<ol style="list-style-type: none"> Teachers are given an up-to-date class tracking sheet All class teachers update in-class targets for English and Maths Parents Consultation Evening Parents are kept informed of their child's strengths and areas for development. SEND IEP targets are shared with parents / carers
Spring 2	<ol style="list-style-type: none"> Pupil Progress Review Meetings– progress reviewed and interventions adjusted accordingly In school moderation meetings End of term teacher assessments in reading, writing, grammar, punctuation and spelling, mathematics and science take place and are recorded on SPTO. SLT analyse SPTO
Summer 1	<ol style="list-style-type: none"> Years 3 – 5 Year-on-year summative tests Year 1 Phonics test Years 2 and 6 sit national tests In school moderation meetings
Summer 2	<ol style="list-style-type: none"> External moderation meetings Parent Consultation Meeting offered to all parents / carers of children with SEND Pupil Progress Review Meetings – progress reviewed and interventions adjusted accordingly (This meeting looks ahead to interventions for the start of the new September term.) End of year reports completed End of term teacher assessments in reading, writing, grammar, punctuation and spelling, mathematics and science take place and are recorded on SPTO. Hand over meetings – teachers pass on information to new class teachers Summative assessments for foundation subjects completed by class teachers SLT analyse SPTO