



# St. Luke's CEVA Primary School

## Assessment Policy

Adopted: Spring 2023

Review date: Spring 2024

**Aspiring to be just and kind**

**Walking humbly with God**

**Growing with every opportunity**

**At St. Luke's we aim to:**

Develop an active culture of justice and kindness, where everyone (regardless of background) is treated with dignity, respect and warmth. Embed a positive approach to behaviour management, which has restorative justice at its core and focuses on respect, forgiveness, trust and restoration.

Inspire the pupils to make ethical choices and become agents for change both within their own context and further afield.

Provide an environment where everyone can flourish and have a life enhancing encounter with the Christian faith and Jesus Christ.

Instil hearts of compassion which lead to the service of others both within our own context and further afield.

Provide an excellent, broad-based curriculum that inspires enthusiasm, energy and dedication as pupils fully engage with learning

Provide pupils with a variety of opportunities, including sporting, musical, artistic, technological and cultural activities that facilitate spiritual, moral, social and cultural and growth

Encourage pupils to grow in the in the 'fruits of the spirit' (love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control)

Develop a growth mindset, resilience and good mental health and well-being.

## **Introduction**

St Luke's Primary School is committed to embedding assessment for learning at the heart of teaching and pupil achievement.

Assessment for learning provides the basic, essential elements of good or better teaching that allow maximum impact upon learning. This policy should be referred to in conjunction with the feedback, curriculum, teaching and learning policies.

Under the National Curriculum 2014 schools may choose a method of pupil assessment which suits their setting and demographic and as such St Luke's has developed its own assessment system based on the creative curriculum that we teach.

## **Aims of assessment at St Luke's**

- To maximise pupil achievement
- To focus quality-first teaching on children's individual needs
- To provide an appropriate curriculum for all children
- To ensure that pupil progress and attainment is tracked effectively
- To ensure swift and effective identification of learning interventions where needed

## **Objectives**

Effective assessment for learning will involve:

- Sharing learning questions – so children know clearly what they are learning in a language suitable to their age
- Identifying key vocabulary within the Learning question - to ensure understanding of concepts taught.
- Identifying and activating prior knowledge - to ensure that children build on learning sequentially.
- Questioning - to identify children's understanding and address misconceptions
- Observation – monitoring children's learning and progress
- Discussion – in a variety of individual, paired or group situations
- Oral feedback – informing the children throughout the lesson of their progress and feedback on future learning
- Marking and feedback - please refer to the Marking and Feedback Policy
- Peer assessment – children assessing the work of their peers
- Self-assessment – children assessing their own work
- Target setting – clear targets for every child
- Tracking sheets – whole unit overviews showing the essential knowledge for each child per topic, fixed in topic books at the start of each week.
- Tracking - effective monitoring of children's progress to help with the allocation of staff and resources
- Pupil Progress meetings – class teachers will meet regularly with the appropriate SMT member to discuss the progress of each child in their class/target group.

## **Assessment Types**

We use a range of assessments:

- Formative – informing the planning process of the next steps to learning
- Summative – measuring pupil performance and achievements at a particular stage
- Nationally standardised summative assessment – measuring pupil attainment and progress against own targets, national targets and their peers.
- Evaluative – making judgements about the effectiveness of learning and teaching

## **Formative assessment**

Formative assessment is the powerful, every day tool that our teachers use to make professional judgements on progress and attainment. It can take forms such as -

- Marking of pupil work in books
- Carrying out observations of pupils at work / practical activities
- Targeted questioning as part of a lesson
- Content tests in maths
- Big writes
- Self-assessment using Steps to success sheets.
- Checking pupil work for progress and advances in attainment.

## **The principles of in-school formative assessment**

When using formative assessment, our teachers consider –

- a) What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
- b) How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to improve?
- c) How will I ensure pupils understand the purpose of this assessment and can apply it their own learning?
- d) How will I ensure my approaches to assessment are inclusive of all abilities?
- e) How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
- f) What follow up action should I take to plug gaps in knowledge and understanding or support progression where learning is secure?
- g) Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

## **Summative assessment**

Summative assessment is used at St Luke's to bring all of the professional, formative judgements of a unit / term / year together. This can take the forms of -

- Low stakes multiple choice quizzes at the end of a lesson or block of learning.
- End of term assessment tasks
- End of topic / unit assessments.
- NTS assessments at fixed assessments points during the Year (Spring/Summer)

The primary purposes of day-to-day in-school summative assessment

For pupils:

In school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

**How do we do this at St Luke's?**

At St Luke's, we complete the topic highlighting sheets through each unit. The pupils are part of this so it helps both the pupils and teachers focus on what we need to do to improve as well as what we have done well. We then use these at each term's parents evening to show parents - highlighting what the pupil has done well and what they need to do to improve.

For parents and Governors:

In school assessment data can be reported to parents to inform them about achievement, progress and wider outcomes of their children across the term.

**How do we do this at St Luke's?**

At St Luke's, we report to parents at parents evenings each term and end of year summative assessment to parents via end of year reports.

For teachers:

In school summative assessments enable teachers to evaluate both pupil learning at the end of each topic and the impact of their own teaching. Both of these purposes help teachers to plan for subsequent teaching and learning.

**How do we do this at St Luke's?**

At St Luke's, we analyse the results from topic assessment sheets to identify what teachers need to plan for in the next units of work. End of year results and the associated gaps reports are passed up to the receiving teachers, so they can plan to address misconceptions and deepen learning, the children are also given a target standardised score based on their prior attainment.

**The principles of in-school summative assessment**

When using formative assessment, our teachers consider –

- a) Who will use the information provided by this assessment?
- b) Will it give them the information they need for their purposes?
- c) How will it be used to support broader progress, attainments and outcomes for pupils?
- d) How should the assessment outcomes be reported to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?
- e) How should the assessment outcomes be communicated to parents and Governors to ensure that they understand what the outcomes tell them about their child's attainment, progress and improvement needs?
- f) How should the assessment outcomes be recorded to allow the school and Governors to monitor and demonstrate progress, attainment and wider outcomes.

**Nationally standardised summative assessment**

Nationally standardised summative assessment currently takes place in four identified year groups in school –

National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar,

Punctuation and Spelling) at the end of Key Stage 1 – Year 2

National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, Punctuation and Spelling) at the end of Key Stage 2 – Year 6

A Phonics screening test in Year 1, which assesses pupils' phonetic knowledge.

A multiplication tables check in Year 4, which assesses multiplication table recall.

The primary purposes of nationally standardised summative assessment

For pupils, parents and Governors:

Nationally standardised summative assessment provided information on how pupils are performing in comparison to pupils nationally. It also provided parents with information on how the school is performing in comparison to schools nationally. This allows parents to hold schools to account.

### **How do we do this at St Luke's?**

At St Luke's, we report the results to parents in the end of year reports in Years 2 and 6. The phonics test is also reported at the end of Year 1 and the MTC at the end of Year 4. Cohort results are also published on our website.

### **Mastery in assessment**

At St Luke's, we are using a 'Mastery' approach in Maths as a way to ensure knowledge and understanding is firmly embedded in our children. Learning is broken down into key components and taught in a logical order, so as to allow children to build on their prior learning. We hold the belief that every child should have the chance to achieve and therefore allow all children equal access to the age appropriate, subject manipulatives and resources. Differentiation may occur by support or by outcome. Some of our children may take longer and require more support, but we believe that they will all get there in the end. Assessment is crucial to this process. We believe that mastery is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving onto new content).

### **Role of Governors and Staff**

Assessment for learning is collaborative and involves all stakeholders of the school.

→ Governors – Oversee the policy and ensure that assessment for learning drives learning and teaching within the school. They will scrutinise pupil achievement and hold leaders to account for ensuring every pupil achieves to their potential and at least in line with other pupils within school and nationally.

→ Senior Leadership Team – Drive improvement and have a vision that the school will collectively apply assessment for learning so there is maximum impact of children's learning and achievement.

→ Phase Leaders and Subject leaders – Monitor standard of achievement and progress within the subjects/areas or year groups they lead and drive improvement

→ Teachers – Apply assessment for learning fully within their teaching to maximise learning and teaching opportunities.

→ Teaching Assistants – Use assessment for learning techniques to help teachers and children make judgements on the learning and identify the next stages for learning.

→Parents/Carers – Are to be made fully aware of the children’s targets and development and be offered support by the school to ensure their children are achieving in line with their age and ability

→Children – Have responsibility for their own learning and clearly know what they need to do to make good progress and achieve their targets.

### **Inclusion Statement: (SEND/EAL/G&T)**

We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 in to our curriculum planning and teaching.

Suitable and challenging learning opportunities will be planned and delivered for all pupils with the aim of maximising achievement for each individual.

Teachers will respond appropriately to pupils’ diverse learning needs and be aware of the needs of pupils based on gender, special educational needs, disability, disadvantage (including those pupils who are eligible for the Pupil Premium grant) and pupils who are newly arrived and/or speak English as an additional language.

We are committed to the principle of equality of opportunity for all and this will be reflected in the curriculum offered, the quality of education provided and the achievement of all individuals and groups of pupils.

### **Individual Pupil Target Setting**

**Not working at the standard** where the child does not meet the standards for their Year group. (Standardised score of below 100)

**Expected standard** is where the child is working at the expected standard for their year group. (Standardised score of 100-109)

**Greatest depth within the standard** is where the child is working more deeply within the expectations for their year. (Standardised score or 100+)

Targets for every pupil are set at the beginning of the academic year on the FFT website and reviewed by class teachers and SLT at the end of each term during pupil progress meetings. These are set using a range of criteria;

→National end of year expectations for each year group

→An expectation of better than expected progress for every pupil each year, based on their age and ability

→The need to set challenging targets and accelerate progress for pupils who have not previously met the expected standard for their age/ability.

→Analysis of performance information and areas of improvement from FFT data.

→ Expected progress from EYFS to the end of KS1

→Expected progress from the end of KS1 to the end of KS2.

End of year estimates form the basis of monitoring pupil progress throughout the year and are the primary measure by which the impact of quality first teaching and interventions are judged.

Parents will be informed at what standard their children are working at during the termly parents evenings in Autumn and Spring and from the pupils end of Year reports in the summer. This will aid them in both supporting their child effectively and holding the school to account for the progress their child is making.

Senior leaders will ensure that the assessment system is being applied consistently across school for all pupils. They will moderate teacher assessment and ensure planning meets the needs of all pupils. They will analyse performance information for pupils and groups of pupils and plan intervention where required.

The performance information gathered will be used to report to parents, governors and other stakeholders on the effectiveness of the education being provided by the school.

### **Reporting Assessment Information to Stakeholders**

Governors will scrutinise the effectiveness of the education provided through the various committees.

Amongst other methods, these committees will scrutinise school performance information and hold Senior Leaders to account for the achievement of pupils and groups within the school in comparison to National Expectations.

Senior leaders will report whole school performance information analysis at least 3 times per year at the end of the Autumn Term, Spring Term and Summer Term.

Governors will also analyse published and validated performance information such as ASP and FFT data in order to ascertain the schools strengths, areas for development and actions to address these.

### **Assessment points throughout the Year**

There are six formally recorded and analysed assessment points throughout the academic year (7 in EYFS Reception);

On entry Baseline (EYFS only)

Autumn Term 1 - Teacher assessment

Autumn Term 2 - Teacher assessment

Spring Term 1 - Teacher assessment

Spring Term 2 - end of term Summative assessments.

Summer Term 1 - Teacher assessment

Summer Term 2 – end of term Summative assessments.

Teachers and pupils highlight a topic sheet to show their achievements in each topic for science and the foundation subjects and across the year for core subjects.

### **Assessment in Nursery**

On entry into nursery, children are observed and assessed immediately by their key workers this is recorded on evidence me. At the end of the first term staff complete the child's profile based on these observations using the EYFS. This data becomes the child's level on entry to the setting. The child's level is then assessed on a termly basis.

### **Newly Arrived Pupils**

All newly arrived pupils should be teacher assessed using school procedures by the end of

their SECOND WEEK at school. This is their class teacher's responsibility.

Teachers should build an accurate ability picture by assessing the pupil in the following areas and ways –

Reading

→Using previous Standardised Assessment Tests (Year 2 and 6)

→Reading with the child individually and in groups

Phonics

→Using the Little Wandle to assess what Phase the child is in phonic acquisition

Writing

→ Through their everyday writing outcomes

Maths

→Through their everyday mathematics outcomes

Using previous Standardised Assessment Tests (Year 2 and 6)

If a child has come from another UK school, the child may have a 'CTF' file electronically transferred to the school. The office manager must ensure this file and any physical records relating to the child are received by the school and the assessment lead will update the schools assessment systems.

Newly Arrived Pupils without prior KS1 performance information should have the end of KS2 targets set for them by the end of the ½ term in which they arrive. This is the responsibility of the class teachers and Phase Leader for that year group.

### **Core Subjects**

For Literacy (Reading and Writing) and Maths, teachers use this data to record if the pupil is meeting the expected standard or if they are studying at greater depth. Each half term, the teacher will assess and record on FFT where the child is base on the 9 point scale (Emerging -, emerging, emerging +, expected -, expected, expected +, exceeding -, exceeding and exceeding +). Once inputted into FFT these are then converted into standardised scores to enable to us to have a common currency to compare results across years and phases.

Teachers and pupils have core assessment sheets in their relevant book the template of which is on google drive. This will help teachers and pupils to analyse which targets they have met and which they need to focus on. This information will then use by teachers to support judgements made on the pupils level within the standard.

### **Foundation subjects**

To ensure that children's progress and attainment is tracked across all subjects, here at St Luke's we assess the foundation subjects via our topic based approach to the curriculum. Each child will have the outcomes for each unit stuck in their topic books at the start of each term (colour coded for each subject) this will then be highlighted and dated to show examples of how they have met this outcome. Attainment is measured against National Curriculum outcomes for each curriculum area and data is submitted to subject leads, via our shared drive on a half termly basis. The exception to this is PE and MFL where children's skill development is measured half termly, according to each block that they have been studying and recorded on the FFT curriculum tracker.

## **Pupil Tracking and Performance information analysis**

In the penultimate week of each half term, teachers enter assessment data. These assessments are moderated at staff INSETs both internal and external to the school, to ensure consistency and support the professional development of staff.

The Headteacher, Deputy Headteacher and assessment lead analyse this data in conjunction with the class teacher at the pupil progress meetings.

The SLT also analyses the data at the end of each half term to see if there are any developing trends across year groups, subjects or groups of pupils.

These will include the following;

Achievement by year group

Achievement by gender

Achievement by ethnic group/ language

Achievement of pupils with disabilities and/or special educational needs (carried out by SENCO)

Achievement of disadvantaged pupils who are eligible for the Pupil Premium

All analyses are compared against national expectations in order to identify which pupils are not achieving in line with expectations.

The purpose of the analysis is to plan effective intervention where required and to assess the impact of teaching and interventions which are currently in place.

### Appendices

i. Marking policy

ii. T&L non-negotiables for staff and pupils

iii. Assessment cycle for the academic year



**St. Luke's CEVA Primary School**

**Assessment Policy**

**Key dates**

**Targets for year agreed and recorded on FFT - End September (from summer progress meeting)**

**1st assessment point TA - Penultimate week of Aut 1**

**2nd assessment point TA - Penultimate week of Aut 2**

**1st report**

**3rd assessment point TA - Penultimate week of Spr 1**

**4th assessment point NTS tests (3,4&5) - Penultimate week of Spr2**

**2nd report**

**5th assessment point TA- Penultimate week of Sum 1**

**KS2 SATs**

**KS1 SATs**

**Phonics screening test**

**MTC**

**6th Assessment point NTS tests (3,4&5)- Penultimate week of Sum2**

**KS2 SATs scores**