St Jude's Church of England Primary School
Assessment Policy

Assessment Aims and Expectations at St Jude's

Assessment is an integral part of our teaching, based on best practice. It focuses on the curriculum and it lies at the heart of enhancing children's education. Children's progress is closely monitored at St Jude's to ensure that we can provide the best possible opportunities and highest levels of support for all children.

The aims and objectives of assessment in our school are:

➢ to enable our children to demonstrate what they know, understand and can do in their work;
➢ to allow our staff to plan work that accurately reflects the needs of each child;
➢ to help our children understand what they need to do next to improve their work;
➢ to provide regular information for parents that enables them to support their child's learning;
➢ to contribute towards accountability data.

At St Jude's, assessment is central to teaching, learning and the curriculum. Our assessment policy is underpinned by the following principles:

Assessment puts the child at the centre of the process. It:

✓ involves feedback, interaction and dialogue around learning between teacher, pupil and peers.
✓ involves interaction and dialogue between home and school.
✓ facilitates self- assessment and reflection, talking about what they can achieve.
✓ clarifies to the child what they can do and what their next learning goals are.
✓ promotes high standards of behaviour for learning.

Assessment is robust, fair, accurate and without bias. It:

✓ is inclusive of all abilities.
✓ enables pupils to demonstrate their learning and achievements in a variety of contexts.
✓ draws on a range of evidence in a range of contexts.
✓ promotes breadth and depth of learning.
✓ is meaningful, relevant and appropriate it is understood by the child.
✓ is regularly reviewed to evaluate their effectiveness and appropriateness.

Assessment raises standards and expectations. It:

✓ delivers high quality feedback that celebrates achievement and enables children to self-correct, edit and improve.
✓ improves the quality of teaching – shapes and guides teaching and approaches based on the needs, prior learning, interests and experiences of the children.
✓ improves children's learning – closes the gap between current and desired performance without putting a ceiling on children's abilities.
✓ promotes independence, collaboration, responsibility and raises self-esteem.
✓ identifies resources needed to support teaching and learning, including electronic resources, practical resources, interventions for children and CPD for staff.

Assessment is transparent and informative. It:

- ✓ uses a shared language that is understood by teachers, children, parents, governors, school leaders and other stakeholders.
- ✓ is based and moderated against national criteria as well as teacher's knowledge of the child and how they learn.
- ✓ is collected and recorded in a way that is manageable, transferable and purposeful because it informs planning for future learning.

How do we assess at St Jude's?

Formative assessment

The main purpose of formative assessment is to monitor the <u>process of learning</u> and to provide ongoing feedback that can help learners to improve their learning and help teachers to improve their instructions. More precisely, formative assessments:

- ✓ help learners recognise their weaknesses and strengths and work on areas that need improvement
- ✓ help teachers to identify where learners have gaps in their learning or where there are misconceptions
- ✓ allows teachers to modify and adapt their teaching to promote progress and attainment
- ✓ ensures that children are not moved on to new concepts and ideas before they have truly embedded previous learning

At St Jude's we use a range of formative assessment techniques to assess and support our learners, such as:

- ✓ regular low stakes quizzing and retrieval practice in lessons
- ✓ self and peer assessment within lessons
- ✓ regular, consistent verbal and written feedback, with time allocated for learners to respond to feedback. Please see our Feedback Policy for more information.
- ✓ reporting to parents and carers to ensure they are actively involved in their children's learning

We have two electronic systems to support us with recording formative assessments. These are target Tracker and Tapestry. Please find more detail about each below.

Target Tracker

Target Tracker is our electronic assessment system. It is an assessment package supporting entry, analysis and sharing of pupil progress and attainment data through EYFS to Key Stage 2. Formative assessment is a key element of Target Tracker and forms the foundation on which the summative data is built. We assess children in Reading, Writing, Maths and Religious Education every term.

Target Tracker provides a 'Steps' system to support us in our assessment of our children within the context of the National Curriculum. This system splits the curriculum into 'statements' that come in two formats: teacher statements and child-friendly 'I Can' statements.

These 'Steps' are broken into 'Bands' which are spread across the curriculum subject areas. Bands broadly represent school years e.g. Band 1 statements are associated with Year 1. However, a distinction is made between Bands and Years as Bands may have a broader spectrum with some pupils working below their expected school year progression.

Steps within the documentation can be used to show progress and attainment within each band and enables teachers to monitor a pupil's overall attainment. These steps are defined as:

B = beginning

B+ = beginning plus

W = working within

W+ = working within plus

S = secure

S+ = secure plus

What constitutes an age-related expectation at any time in the school year is clearly laid out in our 'Age-Related Attainment Tracker' <mark>**(Appendix 1).**</mark>

Children are assessed against 'Statements' across the curriculum. The children are taught every statement for their year group (band) by the end of the year. The number of statements a child has met provides us with a judgement on whether or not the child is working at ARE (Age Related Expectations). These judgements are made every term, with three judgements made per academic year.

A child can be assessed for each statement at the following stages:

'Working Towards' - the child has accessed the statement but has not shown evidence of being able to use It independently without adult prompting or support.

'Achieved' - the child has, on several occasions, provided evidence that they have met the statement independently. Teachers will use their professional judgement in deciding if a child has achieved the statement.

'Mastered' - the child has provided evidence that they have securely met the statement in a variety of contexts (familiar and unfamiliar) and it is embedded in their long term memory.

Target Tracker retains every observation and judgement that our staff make on every individual child. We then use a full range of evidence (work in books, photographic and written observations, Target Tracker and pupil conferencing) to make our final termly judgement.

Below is a table to demonstrate expected progress through the steps of development in an academic year:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Entry	Beginning	Beginning +	Within	Within +	Secure /Secure +

Children should be at least **Within +** and ideally at **Secure** by the end of an academic year, having made expected progress throughout the year. This means they are deemed to be at '**Age Related Expectations**'. As a team we understand that some children, particularly children with SEND, will not be working at Age Related Expectations. However we strive to ensure that they are making the expected progress (appropriate to their needs and development level) across the academic year.

If a child is assessed at **Within +** or above in Summer 2 they will be assessed in the Band above in Autumn 1 of the next academic year (e.g. a Year Two child is assessed as Secure in Band 2 so will begin being assessed in Year Three against Band 3 statements).

If a child is assessed below **Within +** in Summer 2 they will remain on their existing band at the start of the next academic year. Once they have shown enough evidence and moved to Secure they will then progress to the next assessment band.

A child will never be assessed as higher than Secure + in their existing assessment band. To be Secure + requires a child to have mastered 90% of the statements in their assessment band.

Our Year 1 children transfer from the EYFS profile to Band 1. They begin life in Year 1 at Reception Secure until the end of Autumn 2, where our Year 1 teacher makes their first judgment of the child against Year 1 statements. Below is a table to demonstrate expected progress through six steps of development in Year 1:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Secure	Band 1 Beginning	Beginning +	Within	Within +	Secure /Secure +

Upon entering Reception at the beginning of September children are assessed and baselined using the 'Reception Baseline Assessment'. Children are then assessed throughout the year according to their developmental stage. At the end of the year assessments in Reception are judged against the Early Learning Goals. The children will be given a final judgement of Emerging or Expected for each area. Below is a table to demonstrate expected progress through six steps of development in EYFS:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Secure +	Reception Beginning	Reception Beginning +	Reception Within	Reception Within +	Reception secure/secure + *Met Early LearningGoal*

Teachers are expected to submit an assessment for each child once a term (this is done at the end of the Autumn, Spring and Summer term).

Tapestry

We utilise 'Tapestry' as a formative assessment tool in the EYFS. Tapestry is an easy-to-use online learning journal that helps us to record, track and celebrate children's progress in our reception class.

Tapestry enhances the rich and inspiring learning opportunities in our EYFS, helping our teachers and practitioners to capture children's experiences as well as monitor development and learning. This online journal is shared online with parents, who are able to see significant learning and view their child's progress.

Tapestry is designed to simplify and improve recording within the EYFS Framework. Information can be filtered and displayed in different ways, and assessments and statements can be made for each entry.

Summative Assessment

Summative Tests

Standardised tests are used to support teachers' assessments in reading and mathematics. For reading, these are done in KS1 and KS2 at the end of every half term. For maths, they are done at the end of a unit of study (for example at the end of a block of learning about fractions). The scores are recorded and inform teachers' judgements as to if a child is currently working at ARE.

Statutory Assessments

Reception Baseline Assessment
- This assessment is done within the first 6 weeks that a child joins a primary school.
- It measures the progress primaryschools make with their pupils between reception and year 2.

End of EYFS assessment
- The Early Years Foundation Stage Profile is completed for each child at the end of Reception, based on cumulative evidence recorded throughout the year.
- Children are assessed against the early learning goals and recorded at 'emerging' or 'expected' in each of the 7 areas of learning.

Year 1 Phonics Screening Check
- The Phonics Screening check is a statutory assessment for all Year 1 pupils in maintained schools, academies and free schools.
- Children are asked to decode 40 words under 1-1 test conditions with a teacher. The word list contains a combination of real and 'alien' words, the latter being included to ensure that children are using phonic skills to decode words and not recognising words by sight.
- To pass, children must score at least 32 out of 40. Children who do not meet the threshold in Year 1 are required to retake it in Year 2.

End of KS1 assessment
- Teacher judgment and assessment is the main focus for end of Key Stage 1 assessment and reporting.
- Teacher assessment in mathematics and reading is informed by externally-set, internally- marked, statutory tests.

- There is also an optional externally-set test in grammar, punctuation and spelling (GPS) which will help to inform the teacher's assessment of writing.
- These tests take place in May and the results are not shared with parents. This is because they inform the final assessment; they are not the basis of it. ***Please note, the end of KS1 tests will become non-statutory from the 2023/24 academic year onwards.***
- The teacher will provide a teacher assessment in reading, writing, maths, GPS and science by the end of key stage 1.

Year 4 Multiplication Check
- All state-funded maintained schools and academies (including free schools) in England will be required to administer an online multiplication tables check (MTC) to year 4 pupils.
- This test assesses the children's automatic recall of the multiplication tables up to and including 12×12.
- The children are given 25 questions and a certain time limit in which to answer the questions.
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
- Schools will have a 3-week window to administer the MTC in the summer term. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

End of KS2 assessment
- At the end of Key Stage 2, pupils sit externally-set and marked tests in mathematics; reading; and grammar, punctuation and spelling. These are used for school performance measures and take place in May.
- There is a teacher assessment is made in mathematics, reading, writing and science to give a broader picture of children's attainment. In common with key stage 1, the tests and assessments reflect the content of the curriculum.
- Performance descriptors inform the statutory teacher assessments at the end of Key Stage 2. For writing, we assess pupils as meeting one of several performance descriptors. For science, reading and mathematics, there is a single performance descriptor of the new expected standard.
- The results of the tests in reading; mathematics; and grammar, punctuation and spelling will be reported to pupils and parents.

The role of our staff

Our staff use assessment to improve our children's learning in the following ways:

- ✓ Our staff use Target Tracker as a continuous and instant assessment tool. Evidence is taken during lessons so that every 'good' example of learning is captured.
- ✓ Our staff provide effective feedback both verbally and written. Our children are expected to respond to staff feedback and continuously reflect on their learning in order to improve and progress.
- ✓ Our staff incorporate formative and summative assessment strategies in their practice to formulate an accurate and comprehensive picture of every child as learners.
- ✓ Our staff are accountable for their pupil progress and are dedicated to providing our children with the opportunity to reach their potential.

The role of the Senior Leadership Team

The Senior Leadership Team:

- ✓ Has drive, enthusiasm and confidence in implementing change and supporting effective practices.
- ✓ Has the courage to make changes in order to raise pupils' expectations and attainment.
- ✓ Motivates staff and provides opportunities for regular discussion about practice, sharing what works when, why and how, in order to improve processes for the benefit of the pupils.
- ✓ Leads by example, are aware of the issues and promote effective practice through targeted professional development;
- ✓ Monitors and evaluate systematically the effectiveness of teaching, learning and assessment, providing feedback and support where necessary.
- ✓ Ensures every child is monitored and not allowed to 'slip through the net' during termly Pupil Progress Meetings.

The Role of Governors

Governors are informed of end of term assessments at PAC committee meetings and at Full Governing Body Meetings.

Governors visit the school in order to be informed of best practice in assessment (these may be presentations and information workshops held for parents also).

It is the role of the governors to understand the assessment data and in doing so hold the Senior Leadership Team to account.

Reporting to Parents

It is a legal requirement to report each child's progress annually to parents. This is carried out in the summer term with formal reports being issued in July. A copy of the report is passed onto the next teacher to ensure there is continuity in progression from year to year.

A parents' evening is conducted in autumn and spring, when parents are invited to meet with their child's class teacher to discuss their progress, attainment and targets to move their learning on.

Reporting to parents and carers:

- ✓ Provides clear information, which parents/carers can understand, about their children's progress, outlining strengths and the areas they need to develop.
- ✓ Sets learning targets which parents/carers can understand and are realistic, monitored and reviewed.
- ✓ Promotes parent/carer involvement in their child's learning and provide scope for dialogue involving the school, the parent/carer and the child
- ✓ Supports discussion with parents at times which allow appropriate action to take place.

Special Educational Needs

The majority of children at St Jude's can succeed through the use of high quality teaching and learning strategies in the classroom. However, for some children these strategies do not always enable all children to progress. These children benefit, at key moments, from additional support in small groups or one to one. Additional interventions will be available to enable them to make further progress in their own learning. The identification of children who would benefit from a particular intervention is made from reviewing tracking information and in discussion with the Class teacher and SENDCO.

The needs of the children will determine the type of interventions required.

Children requiring assessment by external agencies will be assessed after gaining parental/guardian consent. Progress in targets and specific objectives will be assessed formatively during the term and used to formulate the next Personal Learning Plan.

External agencies may include the Educational Psychologist, Speech and Language Therapist, Psychotherapist or Paediatrician. These professionals may support in the target setting and implementation of Personalised Learning Plan targets and evidence gathering for Education Health Care Plans.

The SENDCO will ensure staff are trained to implement these interventions so they can be used when deemed necessary. The impact of any intervention used is carefully and regularly reviewed to ensure the child is making progress.

Policy History

Date reviewed by SLT	November 2022
Date to be reviewed by governors	January 2023
Next Review	January 2024

This policy has been agreed by the governing body of St Jude's School on 24th January and supersedes all previous policies relating to this area.

Chair of Governors: Geraldine Obrien
Signed: Date:

Appendices

Appendix 1 - St Jude's C of E Primary School Age Related Tracker

Year	Autumn			Spring		Summer		Just Within ARE
Reception	**Nur S+** (Nursery Secure +)	→ **Rec B** (Reception Beginning)	**Rec B+** (Reception Beginning +)	**Rec W** (Reception Within)	**Rec W+** (Reception Within +)	→ **Rec S** (Reception Secure) **(ELG - Expected)**		**Rec W+** (Reception Within +) **(ELG - Expected)**
Year One	**Rec S** (Reception Secure) **(ELG - Expected)**	→ **1B** (One Beginning)	→ **1B+** (One Beginning +)	→ **1W** (One Within)	→ **1W+** (One Within +)	→ **1S** (One Secure)		1W+ (One Within +)
Year Two	**1S+** (One Secure +)	→ **2B** (Two Beginning)	→ **2B+** (Two Beginning +)	→ **2W** (Two Within)	→ **2W+** (Two Within +)	→ **2S** (Two Secure)		2W+ (Two Within +)
Year Three	**2S+** (Two Secure +)	→ **3B** (Three Beginning)	→ **3B+** (Three Beginning +)	→ **3W** (Three Within)	**3W+** (Three Within +)	→ **3S** (Three Secure)		3W+ (Three Within +)
Year Four	**3S+** (Three Secure +)	→ **4B** (Four Beginning)	→ **4B+** (Four Beginning +)	**4W** (Four Within)	→ **4W+** (Four Within +)	→ **4S** (Four Secure)		4W+ (Four Within +)
Year Five	**4S+** (Four Secure +)	→ **5B** (Five Beginning)	→ **5B+** (Five Beginning +)	→ **5W** (Five Within)	**5W+** (Five Within +)	→ **5S** (Five Secure)		5W+ (Five Within +)
Year Six	**5S+** (Five Secure +)	→ **6B** (Six Beginning)	→ **6B+** (Six Beginning +)	→ **6W** (Six Within)	→ **6W+** (Six Within +)	→ **6S** (Six Secure)		6W+ (Six Within +)