



Trinity St Mary's Church of England Primary School

Assessment Policy

Autumn 2022

"Many Hearts Make A School"

It is our vision to follow in the footsteps of Jesus by: dreaming big; working hard; not giving up; never stopping learning and being kind.

We achieve this through our associated Christian Values of: love, honesty, forgiveness, dedication and sharing.

Our vision, Christian values and school motto enable every person in our family to thrive. We are a warm, welcoming school where everyone matters. Our school community shows kindness and caring towards each other and our local and global communities. We dream for all of our children to grow up to be happy, kind-hearted, caring, responsible and successful members of God's creation.

Aims:

- To enable children to make as much progress as possible.
- To foster independence.
- To develop a child's "growth mind-set".
- To carefully track the progress of individuals and groups.
- To inform teaching and learning.
- To engage parents and carers with their child's learning.

Assessment

It is the teachers' professional responsibility, using their professional judgement, to rigorously assess learning to ensure that children make as much progress as possible. Teachers will use a variety of strategies to assess pupils' progress towards meeting age expected standards. The assessment system is an ongoing process aimed at identifying where the children are and what they need to do in the next stage of their learning. 'Year Group Expectations' are used by all adults in the school to judge where the child is working in relation to age expected standards. Children are made aware of how well they are progressing and what they need to do in the next stage of their learning by class teachers and additional adults. The range of strategies used for assessment includes:

- Evidence in children's books and reading diaries.
- Formal assessment style questions at the beginning, during or end of the learning.
- 'Hot' and 'Cold' tasks.
- Focused questioning based around the year group expectations.
- Teachers' discussions with children.
- Teachers' observations of learning.
- Feedback from other adults on the learning of children they have worked with.
- Mid-Year assessment tests in Years 3, 4 and 5.
- End of year optional tests in reading, writing and mathematics.
- Children will assess their own learning and each other's. Children will generate their own targets for the next stages in their learning by assessing which of the expectations they can and cannot do.
- For some children e.g. SEN teachers' will use individual targets to assess against and evidence progress.

Teachers will use the range of assessments to focus the next stage of a child's learning on the gaps in skills and knowledge from the year group expectations.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Tracking progress

The school's tracking grid is used to track the progress of individuals and groups of children towards achieving age expected standards in reading, writing and mathematics. Where children are not on track to achieve the expected standards, teachers are held accountable by the Senior Leadership Team (SLT) and must focus support on these individuals or groups. Teachers will use the expectations to identify the gaps in a child's learning and then plan for the next stage of learning accordingly. Teachers will update every term for reading, writing and mathematics. The SLT will closely monitor the progress of individuals and groups who cause concern through a variety of strategies including:

- Pupil interviews as an ongoing process
- Learning scrutiny using a child's book as an ongoing process
- Learning walks as an ongoing process by SLT
- Formal lesson observations as and when required by SLT
- Focussed pupil progress meetings every term
- Subject leader monitoring as an ongoing process
- Moderation of children for reading, writing and mathematics in every year group and with other local schools
- Exemplar folders containing evidence of learning which meets age expected for every year group in: reading, writing and mathematics.
- Tracking of progress from prior attainment groups.

Parental engagement

During parents' evenings and in an end of year written report, parents will be informed of where their child is working in relation to age expectations. They will also be informed of what their child needs to do in the next stage of their learning. Where teachers are concerned about a child's progress at any time of the school year, it is their professional responsibility to engage the parents in supporting the child's learning.

Statutory Testing and Reporting

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

Early Years – Pre-School and Reception

Children in pre-school and reception will be assessed on entry, using one of the three Government recommended baseline providers. This will form the baseline for progress measure at the end of Key Stage Two.

Children will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile. Assessments will be based on observation of daily activities and events.

At the end of Reception, teachers will judge, for each Early Learning Goal, whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Key Stage 1

In Year One, children will be formally assessed using the Phonics Screening Check. Children who do not pass the check will be re-tested in Year Two. The results are reported to parents and the LA.

In Year Two, children complete statutory assessment tests in reading, and mathematics, in line with Government policy. Test outcomes support and inform teacher assessment. Both outcomes, and a writing teacher assessment, are reported to parents and the Local Authority.

Key Stage 2

At the end of Year 4 children will complete the multiplication check. At the end of Year Six children complete the statutory assessment tests in: reading; grammar, punctuation and spelling; and mathematics, in line with Government policy. These tests are externally marked. Teacher assessments are also submitted to the Local Authority in reading, writing and mathematics. Both outcomes are reported to parents.

Signed by the Chair of Governors:

Date:

To be reviewed: Autumn 2025