



St Helen Auckland Community Primary School

Assessment Policy

Introduction

Effective assessment provides information to improve teaching and learning. At St Helen Auckland Community Primary School we give our children regular feedback on their learning so that they understand what to do in order to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that all teacher's, children and parents are working together to ensure standards are continuing to be raised.

Assessment

There are different types of assessment:

Formative assessment- ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative assessment- pre-defined periods of the academic year e.g. SAT's, Phonic testing.

Aims and objectives

The aims of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do
- To help our children understand what they need to do to improve their work
- To allow teachers to plan work that accurately reflects the needs of each child
- To provide regular information for parents that enables them to support their child's learning
- To provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of school

Statutory assessment

EYFS

Early Years staff record their initial assessment of the children in the form of a Reception Baseline. There is a formal Dfe baseline assessment and the data is submitted to the LA and Dfe. More informal assessments consider all available information from parents and previous settings. We continue to observe children and will regularly record our observations in a range of ways. We analyse and review what we see or know about each child's development and learning. We then make informed decision about the child's progress. This enables us to plan next steps.

Each child has their Assessment file. This includes observations, photos, examples of their work. We assess each child against the Early Learning Goals (ELG) As we as baseline data we gather data at three other points in the academic year. Profiles are moderated with school and within the local

cluster. Currently EYFS are piloting the use of Tapestry as an online recording system to support evidence for assessment.

We formally report to parents three times a year. The report in July is a detailed written summary which contains information about how each child learns and has been assessed against the Areas of Learning and Characteristics of Learning.

Year One- Phonic Check

All children in year 1 will participate in a phonics screening check. This assessment will be administered by the Year 1 teacher. The phonics screening check is a short and simple assessment of phonic decoding. It consists of 40 words, half real and half nonsense words. Results are included in the end of year report. If a pupil's score falls below the threshold standard they will be given extra phonic support and can re-take the phonics test in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test.

SAT's

Children in Year 2 and Year 6 take SAT's (Standard Assessment Tests) during May each year. These tests cover the content taught through the National Curriculum. At the end of KS1 pupils will take SAT's in reading, maths and optional grammar, punctuation and spelling. They will also be assessed by their teacher on writing, speaking and listening and science.

At the end of KS2 (year 6) pupils will sit tests in reading, maths and GPS. Teachers also submit their own teacher assessment for writing, reading, FPS, maths, speaking and listening and science. Children are expected to reach the National Standard in both Year 2 and Year 6. This is a particular score that reflects where the Department for Education decides that children should be at that stage of their education. The national standard score for KS1 and KS2 SAT's is 100. Towards the end of the Summer Term, year 6 parents are given a report stating each child's raw score (the actual number of marks they got in their tests), their scaled score (a conversion score that allows results to be compared year on year) and whether or not they have achieved the national standard. Teacher assessments will also be used to build up a picture of each pupil's learning and achievements.

Y4 Multiplications Check

From 2022 there will be an on-screen multiplication Check for all children in Y4. They are expected to be able to fluently recall their multiplication tables up to 12, through a set of timed questions

Planning for Assessment

We plan our lessons with clear learning intentions. These show progression throughout the year and across all year groups. We strive to ensure that all tasks are appropriate to each child's current level of attainment. We ensure any information regarding children who have not achieved the expected level is used in future planning.

For core subjects this information is recorded on a year group target sheet allowing staff to keep an up to date record of each child's progress.

Foundation Subjects are assessed at the end of each half term topic. This is carefully monitored by the class teacher and subject leaders. Any child not achieving the objectives are identified on the evaluation sheet for over learning and catch up prior to the next time they visit that objective. All gaps in learning are transferred to the next year group teacher

At the end of the year information is passed to the next class teacher about any key skills not achieved to ensure the opportunity for catching up gaps in learning are planned for.

Recording

We recognise various methods of assessment a child's learning. We record information that affects future learning and that can be passed on through the school. Individual subject leaders, along with Senior Leaders will ensure progression throughout their subject by clear Medium Plans and regular monitoring.

Monitoring pupil progress

Children's progress is closely monitored at St Helen Auckland Community Primary School so we can provide the best possible outcomes and opportunities for children. Termly progress meetings are held with Senior Leaders. Teachers have the opportunity to discuss children's progress along with evidence and data collected over the term. Any specific areas of support are identified and actions are made.

Reporting to Parents

We encourage parents to contact school if they have any concerns about any aspects of their child's work or wellbeing.

We offer parents the opportunity to meet their child's teacher three times a year, Autumn, Spring, Summer. During the Summer term we give parents a written report of their child's progress and achievements during the year. In this report we identify targets for the following school year. We also include a space for parental feedback.

Feedback to pupils

We believe feedback to pupils is very important. This tells them how they have done and how to improve their work. We have agreed Marking and Feedback guidelines as this ensures that we all provide feedback in a consistent manner. The children are aware of the marking code, as a result they know where they have achieved the learning intention or if they need to take any steps to improve.

We give children verbal feedback whenever possible either during the lesson or at the beginning of the next. This feedback allows children to make changes to their work immediately and gives an insight into any challenges that individual children may have.

Marking and Feedback

See attached policy

Monitoring and review

The Headteacher, Senior Leaders and subject leaders are responsible for monitoring the implementation of this policy.

