

## ST MARY'S CE (A) FIRST SCHOOL POLICY DOCUMENT FOR ASSESSMENT

### Philosophy

All children have a right to an education that offers equal opportunity and an inclusive curriculum in a community which develops sensitivity to differences. We believe that, through our approach to assessment, we can raise standards and help children to recognise their own strengths and areas for development. Each child is encouraged and supported to achieve spiritually, socially and academically, within the Christian church school ethos of love and respect for all.

### Aims

At St Mary's, we believe that the best form of assessment comes from ongoing dialogue and interactions with the children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. All forms of assessment will be used to inform planning, teaching and learning.

We aim to:

- Provide the highest quality of teaching and learning for our school community.
- Develop, encourage, support and challenge each child to achieve their potential.

Using the principles of assessment, we aim to:

- Monitor progress and support learning.
- Recognise the achievements of all children.
- Guide future planning, teaching and curriculum development.
- Gather data to support children who are underachieving or to extend the most able.
- Inform parents and the wider community of children's achievement.
- Provide information to ensure continuity when a child changes year group or school.
- Comply with statutory requirements.

We will promote **Assessment for Learning**, a continuous process which involves the seeking and interpreting of evidence for use by the children and their teachers. Assessment for Learning helps to decide where the children are in their learning, where they need to go next and what is the best way to get there.

- We will support children and provide feedback, so that they recognise the next steps in their learning.
- We will involve children in self-assessment and peer assessment, with appropriate support.
- We will use observations of learning to support the assessment process.
- We will use school specific marking symbols, throughout a lesson to support the assessment process, so that impacts on children's learning can be immediate.

### Guidelines

**We will use the following strategies in our classrooms:**

- Clarify learning objectives at the planning stage so that formative assessment can take place in the classroom.
- Share learning outcomes (steps to success) with the children at the beginning of each lesson and refer to them at appropriate times throughout the lesson.
- Focus appropriate oral and written feedback around the learning objectives of lessons and activities and provide children with the opportunity to reflect on the feedback and support them in achieving the learning they are aiming for.
- Organise individual, group and whole class target setting where appropriate, in order that children's achievements and targets are based on previous learning as well as aiming for the next level of learning.
- Use appropriate questioning to give children the opportunity to clarify their learning and help to raise their confidence and self esteem through praise and celebration of success.

## Methods of Assessment

### National curriculum expectations and progress documents

The National Curriculum and the Programmes of Study provide the backbone of our assessment framework. At St Mary's we have developed a set of progression documents for Reading, Writing and Maths. These documents provide the basis for all teacher assessments, providing clear broken down statements of yearly expectations. The progression document for each year group stipulates a benchmark standard for children on entry to that year group. Children not accessing their year group objectives can be assessed according to their actual ability by tracking back through the document to previous year group expectations. development for different areas within a subject.

### Assessment Method

- \* We use a nine-point assessment system (0-3 below age related expectation, 4-6 at ARE, 7- 9 exceeding ARE)
- \* Each teacher will have an assessment spreadsheet for reading, writing and maths.
- \* We expect to see at least three separate pieces of evidence for achieving each statement on the assessment grid, with one of these pieces being entirely independent.

### Formative Assessment

- \* Assessment grids will be used during daily marking to highlight achievements outside of assessment weeks.
- \* Gaps in assessment grids will inform next steps planning for individuals and groups.
- \* Weekly English assessment focuses on five spellings.
- \* Weekly maths assessment focuses on fluency and Key Instant Recall Facts.
- \* Weekly spelling tests include dictation exercises to see if the children can apply their taught spellings.

### Summative Assessment

- \* Each term there is an assessment week where the children are assessed in maths and reading.
- \* White Rose half termly tests, Salford Reading assessments and PIRA assessments create a maths age and reading age for each child. These ages are included on the iPad assessment grid along with the child's chronological age as a comparison.
- \* In Twinkl phonics, spellings are assessed at the end of blocks as well as at the end of levels, to ensure early detection of children requiring support.
- \* For writing assessment, an independent piece of writing is completed by each child. There are no steps for this piece of writing and older children can fill in their own blank steps label to show independent learning. This piece of work should not be marked at all by the teacher, but instead a positive comment is written about the writing. This enables the teacher to see whether the child is independently capable of editing and improving their own work. If more evidence is needed, independent pieces of work can be used at any time during the half term.
- \* Reading Ages from these assessments inform the next Reading Schedule for the class
- \* Salford Reading assessments are used to measure reading accuracy and a reading age at the start of the year, and termly for Key Stage 1 or children who are reading below age related expectation.

### Marking

Marking is a daily means of assessing pupil progress. It indicates to the pupil what they have achieved against the learning objectives and will identify how children can improve their work or move on, with a clear, individualised next steps action or question. In addition to marking to objectives, pupils' common errors should regularly be brought to the child's attention so that they are able improve on these too. e.g. incorrect formation of particular letters, common spelling errors/grammatical errors etc...

### Self/Peer Assessment

\*In English, we have a specific marking policy, which make the children active participants in their own learning. This process helps children to recognise their successes according to the criteria and to identify how to improve. We have found that this approach means that children are able to pinpoint their individual next steps in learning, rather than being given a generic target.

\*TAG (Tell, Ask a question, Give Advice) or Three Stars and a Wish reviews can be used by children orally and in written format to peer review.

\* Oral assessment of topic work takes place through mini presentations at the end of topic using the Vocabulary Bullseye chart which focuses on Tier 2 and Tier 3 vocabulary.

### Statutory National Testing will take place:

Reception - EYFS Early Learning Goal profile - submitted in June

Year 1 - Phonics screening test - June

## Year 4 - Multiplication Tables Check - June

### **EYFS**

At St Mary's, staff will assess pupils against the Early Learning Goals. On track/Not on track will be used to track progress in the Foundation Stage, through observations of pupils as they learn and play.

### **Monitoring**

Data is important to see how whole or parts of cohorts are performing, but it is also imperative to use it to see the progress made by individual pupils and to intervene to support when necessary. Pupils who are struggling, not making progress or who are a concern for their teachers in any way are then supported individually. Staff will decide on a course of action for individual pupils, which may include a course of intervention, sessions of precision teaching, pre-teaching opportunities or a Learning Passport to ensure the appropriate provision is tailored to meet pupil's additional needs.

Pupil progress will be monitored at least termly by teaching staff and the Senior Leadership Team, and will be reported to parents termly through parents' evenings and at the end of the academic year with a school report.

### **Responsibilities**

The Head teacher is responsible for:

- Overseeing standards of teaching, learning and assessment across the school.
- Coordinating and overseeing whole school assessment and review cycles, including statutory testing.
- Reporting the results of statutory national tests to the school, parents and governors.
- Reviewing assessment procedures and moving assessment forward.
- Implementing changes decided upon by the leadership team or in consultation with staff.
- Training staff on any changes to assessment.
- Working with core coordinators to develop specific assessments for their areas.

The Senior Leadership Team are responsible for:

- Reviewing the school's assessment procedures and policy on a yearly basis.
- Overseeing standards of teaching, learning and assessment within their phase and subject.
- Acting on concerns about a pupil's progress and ensuring that adequate support is provided.
- Evaluating the impact of any interventions to ensure they are effective.
- Analysing the results of assessment procedures to guide future strategic decisions in teaching and learning.

The SENCO is responsible for:

- Collecting data for all SEN pupils.
- Monitoring the progress of SEN pupils and ensuring the intervention is timely, appropriate and effective.

Teachers are responsible for:

- Carrying out individual assessments (both summative and formative) of the children in their care according to the school's procedures and expectations.
- Informing the member of the senior leadership team of any children they are concerned about in a timely fashion.
- Reporting the results of summative tests.
- Maintaining individual teacher marked books, which reflect the marking guidance at St Mary's.
- Reporting pupil progress to parents.

**Agreed by Governors: November 2025**

**Review: November 2026**

## Appendix

### Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels:

- With colleagues in school.
- With colleagues from other schools.
- Attending LA sessions to ensure judgements are in line with other schools.
- Using nationally available exemplification materials.
- School portfolios of moderated work will be kept by curriculum leaders.

### Reporting

- Reports promote and support good home/school relationships.
- They provide information for parents and an opportunity for discussion with parents.
- Written reports will be sent to parents at the end of the school year. Comments on attainment and progress are made, and targets for English and Maths are set. Parents will be invited to attend formal discussions on pupil progress each term, however, parents are welcome to discuss pupil progress at anytime, should the need arise.

### Records

Teachers use records to review pupils' progress and set appropriate targets. Evidence for record keeping may include:

- Planning, children's work
- Marking and feedback, assessment observations
- School based trackers matched to the end of year expectations.
- Cohort file of Assessments for foundation subjects
- End of year reports
- EYFS Profile - using Development Matters/Birth to 5 guidance.