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. 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

Assessment is an integral part of teaching and learning within the EYFS. Children are assessed continuously through high-quality observations, interactions and professional discussions. These assessments help practitioners to understand each child's progress, interests and individual learning needs, enabling them to plan meaningful learning experiences and identify appropriate next steps.

At St Helen Auckland Primary School, ongoing assessment informs both individual and whole-class planning. Practitioners use their knowledge of each child to ensure learning is tailored, challenging and responsive, supporting all children to make good progress from their starting points. Information shared by parents and carers is valued and contributes to the overall assessment process.

Within the first six weeks of starting Reception, children complete the statutory Reception Baseline Assessment (RBA). This provides a snapshot of children's starting points and supports the measurement of progress across primary school.

At the end of the Reception year, staff complete the Early Years Foundation Stage Profile (EYFSP) for every child. Children are assessed against the 17 Early Learning Goals and are identified as either:

- **On Track** for achieving the expected level of development
- **Not Yet On Track** to achieve the expected level of development

These judgements are based on ongoing observations, evidence gathered throughout the year and practitioners' professional knowledge of each child. Outcomes are shared with parents and carers and with Year 1 staff to support a smooth transition.

Assessment judgements are moderated internally and through partnership working with other schools to ensure they are accurate, fair and consistent. EYFS Profile data is submitted to the Local Authority in line with statutory requirements.

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.

Formal Testing

Formal tests will be completed at the end of **every term** across the school to support consistent assessment of pupil attainment and progress. These tests will provide teachers and leaders with a clear picture of what pupils know, understand and can do in relation to curriculum expectations, and will help identify any gaps in learning that require further support or challenge. Test outcomes will be used alongside ongoing formative assessment, teacher judgement and work scrutiny to inform next steps in teaching, to support reporting to parents and carers, and to contribute to whole-school monitoring and evaluation. The timing, format and administration of formal tests will be planned to ensure fairness, consistency and appropriate accessibility for all pupils.

SAT's
Children in 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 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 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 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 for over learning or interventions. 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 meeting 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. (See marking and feedback policy). This tells pupils 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.

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