St Matthew's Church of England Primary School

Assessment Policy

Introduction

At St Matthew's Church of England Primary School, our Christian vision: *Let Not Your Light Be Hidden... Let Your Light Shine* is embedded in our teaching and learning as we seek to challenge and close gaps to develop independent learners who know more and can do more.

Assessment is a key part of the teaching and learning cycle and assessment outcomes are used by teachers to:

- identify children's achievements;
- identify children's gaps;
- inform teaching and learning (planning) in order to challenge children;
- inform teaching and learning (planning and interventions) in order to close gaps.

Purposes and principles of assessment

There are three main forms of assessment:

- ***in-school formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly;*
- ***in-school summative assessment**, which enables schools to evaluate how much a pupil has learned at the end of a teaching period;*
- *and **national standardised summative assessment**, which is used by the Government to hold schools to account.*

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Formative assessment

***Formative assessment** is intended to inform teaching and learning. There is no intrinsic value in recording formative assessment; what matters is that it is acted on.*

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Formative assessment should include a range of checking for understanding (CFU) strategies, including:

- questioning;
- verbal feedback;
- CFU task following teaching (e.g. question, activity);
- marking (including both live marking and marking after the lesson);
- opportunities to recap on prior learning (e.g. mini maths, sticky knowledge questions);
- the outcomes of independent learning and formal assessments (e.g. arithmetic tests, spelling tests, reading comprehension, review questions, etc.)

Early Years Foundation Stage (EYFS) formative teacher assessment

Ongoing formative assessment is based on practitioners' knowledge of children's achievements and their next steps. Along with children's interests, formative assessment is used to inform teaching and learning opportunities and to ensure interactions are purposeful in order to challenge children, close gaps and/or move learning on. Children's achievements are shared with other practitioners through discussions, observations and/or other sources of evidence of learning so that all adults have the knowledge of the child's development and progress based on the following areas of learning and development:

	Area of learning and development	Early Learning Goal (ELG)
Prime	Communication and Language (CL)	Listening, attention and understanding
		Speaking
	Personal, Social and Emotional Development (PSED)	Self-regulation
		Managing self
		Building relationships
	Physical Development (PD)	Gross motor skills
		Fine motor skills
Specific	Literacy	Comprehension
		Word reading
		Writing
	Mathematics	Number
		Numerical patterns
	Understanding the World	Past and present
		People, culture and communities
		The natural world
	Expressive Arts and Design	Creating with materials
		Being imaginative and expressive

** Shaded areas of learning and ELGs are required to achieved a Good Level of Development (GLD).*

Feedback and marking in KS1 and KS2

Feedback and marking are formative assessment strategies, which should be used to assess children's understanding of the teaching when they are learning independently (message sent -> message received?).

Verbal feedback and live marking should focus on closing gaps and challenging children so that they make progress in the lesson. Verbal feedback should be positive and specific; it should move learning forward by identifying what the child is doing well and/or needs to improve on.

Verbal feedback should:

- relate to the learning objective and the success criteria so that children understand what they are doing well and/or what they need to improve on in order to achieve the learning objective (LO);
- be used as an opportunity to address basis skills – i.e. presentation, number/letter formation, handwriting, spellings, punctuation, etc.;
- be acted upon by children in the lesson using a pink pen (if children do this then a marking code does not need to be used as they have acted on the feedback and the gap should be closed in the lesson).

Live marking should take place during the lesson and if children have errors/misconceptions, this should be addressed in the lesson – i.e. children should correct errors/make amendments to improve learning.

The learning objective (LO) should be highlighted at the end of the learning to assess the child's understanding of the LO, using one of the following highlighted colours, and this formative assessment should be used to inform next steps:

- green: secure understanding of the LO (learning completed independently; move learning on);
- yellow: some understanding of the LO but needs to do more to show a secure understanding of the LO independently (more support/practise needed);
- pink: not shown a secure understanding of the LO (more teaching needed to close the gap).

Any learning not marked, must be marked before the children next see their book so that they are aware of their understanding of the LO and can act on feedback and marking given to close gaps. Marking codes should:

- identify errors that have not been identified in the lesson;
- give children the opportunity to correct this error and learn from their mistake(s).

There is no requirement to provide a written comment but if it is made, it should specifically relate to the learning in that subject; it should not be a general comment. For further guidance on marking in specific subjects, refer to Appendix 2: subject specific marking guidance (p12).

Summative assessment

*The purpose of **in-school summative assessment** is to evaluate pupils' learning and progress at the end of a period of teaching.*

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Summative assessment is used to after a period of teaching time and the outcomes are recorded in school at the end of each term. The outcomes of these judgements are used to identify achievements and gaps for individual children, groups/classes and cohorts.

Early Years foundation Stage (EYFS)

For each area of learning, a teacher assessment judgement is based on the practitioners' knowledge of the child. Teachers use: interactions with children; discussions with practitioners; observations and other sources of evidence of learning to inform their judgements. The teacher assessment is a best fit judgement guided by the Nursery and Reception checkpoints document (based on Birth to 5 Matters; From Birth to Five Years: Children's Developmental Progress; Development Matters and Early Learning Goals). Teacher assessment judgements assess whether the children are: 'on track' ('expected' in summer term), 'below' or 'well below' in the prime areas of learning in Nursery and all areas of learning in Reception (entry data for Reception is based on GLD areas of learning only).

Wellcomm

Welcomm baseline is administered at the start of the autumn term in Nursery and Reception. WellComm is a speech and language toolkit used to screen pupils for language difficulties and provides customised intervention activities to support their development.

Phonics: Read, Write Inc. (RWI) assessment

Read, Write Inc. (RWI) phonics assessments take place every half term for pupils in Reception, KS1 and for those pupils in KS2 who are working at pre-KS2; the outcomes are used to reconfigure teaching and learning groups to ensure that pupils move groups in response to their attainment and make rapid progress.

KS1 and KS2 reading teacher assessment

In KS1, the reading teacher assessment is informed by the RWI phonics assessment, the NFER assessment standardised score and the teacher's professional judgement. In KS2, the reading teacher assessment is informed by the NFER standardised score in years 2-5 and by the SATs scaled score (refer to appendix 3).

KS1 and KS2 writing assessment

St Matthew's writing teacher assessment judgements are based on independent writing evidence from Show off books (independent writing), English books and cross-curricular writing. Children need to demonstrate evidence of the standards identified in the year group assessment document, which is then used to inform the writing teacher assessment judgement. The following table provides a 'best fit' guidance to support with making judgements.

KS1 and KS2 Writing teacher assessment guidance		
Term on track	**Expected**	**Greater depth**
Autumn	all of the 'below' statements (teacher assessment judgement: on track)	
Spring	most of the 'expected' statements (teacher assessment judgement: on track)	all of the 'expected' statements (teacher assess as 'expected')
Summer	all of the ***'***expected' statement (teacher assess as 'expected')	all of the 'greater depth' statements (teacher assess as 'greater depth')

KS1 and KS2 maths teacher assessment

In KS2, the maths teacher assessment is informed by the NFER assessment standardised score and the teacher's professional judgement. In KS2, the maths teacher assessment is informed by the NFER standardised score in years 2-5 and by the SATs scaled score (refer to appendix 3).

Test materials

KS1 and KS2 use the following assessment materials in reading; spelling, grammar and punctuation; and maths accordingly in each year group:

Year 1

Year 1 use NFER tests in the spring and summer terms for the following subjects: Reading and Maths. No tests are taken in the autumn term in Year 1.

Year 2

Years 2 use NFER tests at the end of autumn and spring term for the following subjects: Spelling; Grammar and Punctuation; Reading and Maths. At the end of the summer term, non-statutory KS1 SATs materials are used for the following subjects: English Grammar, Punctuation and Spelling; Reading and Maths.

Years 3, 4 and 5 and Maths assessments

Years 3, 4, and 5 use NFER tests at the end of each term for the following subjects: Spelling; Grammar and Punctuation; Reading and Maths.

Year 6

Year 6 use past SATs papers at the end of autumn and spring term for the following subjects: English Grammar, Punctuation and Spelling; Reading and Maths. At the end of the summer term, statutory KS2 SATs materials are used for the following subjects: English Grammar, Punctuation and Spelling; Reading and Maths.

For further guidance on test outcomes and assessments used to inform teacher assessment judgements in reading and maths for KS1 and KS2, refer to Appendix 3**:** St Matthew's Teacher Assessment Guidance for KS1 and KS2 (p13).

Science assessment in KS1 and KS2

At the beginning of each lesson, pupils complete two sticky knowledge questions, which provide an opportunity to assess knowledge of prior learning (from the previous academic year or the previous term of learning). In the penultimate lesson, pupils complete a summative assessment based on the current topic of learning and outcomes are used to close gaps and challenge in the final science lesson of the topic.

RE, History and Geography assessment in KS1 and KS2

At the beginning of each lesson, pupils complete two sticky knowledge questions, which provide an opportunity to assess knowledge of prior learning (from the previous academic year or the previous term of learning). At the end of each topic, children complete their 'time to shine' assessment, which consists of four questions, which are progressively challenging (first question is a closed question based on knowledge and the final question enables pupils to apply their understanding of the topic. In the lesson, teachers use the opportunity to close gaps in the moment.

PE assessment in KS1 and KS2

The PE progression of skills document is used to assess children's confidence and skills in different areas of the PE curriculum. Assessment outcomes are used to inform next steps for teaching and learning.

Computing assessment in KS1 and KS2

In Key Stage 1, children's learning is saved and evidenced on a platform called 'Seesaw', which is reviewed weekly by teaching staff. This allows teaching staff to reflect upon each child's computing learning and form teacher judgements. In Key Stage 2, children are also assessed on a half-termly basis using NCCE's electronic assessments in order to gage their understanding of each computing unit. Each question included in the electronic assessment links to a relevant national curriculum objective. These assessments take place in the penultimate computing lesson to ensure time is given to address any misconceptions before moving onto the next unit.

Art and design assessment in KS1 and KS2

For each area of art and design, children's knowledge and skills will be assessed against each assessment statement.

Design technology assessment in KS1 and KS2

For each aspect of the curriculum (design; make; evaluate; technical knowledge; food and nutrition), children's knowledge and skills will be assessed against each assessment statement.

Modern Foreign Languages (MFL) in KS2

In KS2, the language skills progression document is used to assess children's spoken language and the learning in their MFL books is used to assess children's written language.

Insight Data

At St Matthew's, Insight is used as the online platform to record teacher assessment judgement and test scores. In EYFS, Insight is used to record teacher assessment judgements. In KS1 and KS2, Insight is used to record teacher assessment judgements and test scores (NFER standardised scores in Years 1-5) and SATs scaled scores in Year 6).

The following table identifies the teacher assessment judgements made for children in specific phases/year groups and the areas of learning/subjects they are assessed in:

	Autumn	Spring	Summer
EYFS: Nursery Prime areas of learning	• on track • below • well below	• on track • below • well below	• expected • below • well below Children in Nursery 2 will be assessed in specific areas as well.
EYFS: Reception All areas of learning	• on track • below • well below	• on track • below • well below	• expected • below • well below
KS1 and KS2 Reading, Writing and Maths	• on track • below • well below	• expected (targeted for GD) • on track • below • well below	• greater depth • expected • below • well below

SEND

Teacher assessment judgements for children in Maple and Sycamore groups (not working at an age-related curriculum) should be made against their age-related curriculum. Children in Maple group are assessed using the Orchard framework, which is used to identify steps of progress based on the personal targets of the child. Learning plans are used to set targets for children, which are assessed and reviewed

with children, parents/carers and the SENCo. This is used to monitor the progress of each child based on their individual targets.

Progress

Progress is identified using the following measures:

	Autumn* Measured from summer term of the previous year	**Spring** Measured from the autumn term	**Summer** Measured from the autumn term
Less than expected progress	Teacher assessment judgement below the summer term judgement of the previous academic year	Teacher assessment judgement made is below the autumn term teacher assessment judgement	Teacher assessment judgement made is below the autumn term teacher assessment judgement
Expected progress	Same teacher assessment judgement as the summer term judgement of the previous academic year – e.g. expected at the end of summer term; on track at the start of the summer term.	Teacher assessment judgement made is the same as the autumn term teacher assessment judgement	Teacher assessment judgement made is the same as the autumn term teacher assessment judgement
More than expected progress	Teacher assessment judgement above the summer term judgement of the previous academic year	Teacher assessment judgement made is above the autumn term teacher assessment judgement	Teacher assessment judgement made is above the autumn term teacher assessment judgement

* Progress is not measured in EYFS in autumn term due to pupils starting from different settings and different assessment methods used by alternative settings.

Pupil progress meetings

Pupil progress meetings take place every term. The purpose is to discuss attainment and progress in reading, writing and maths for the cohort. Discussions focus on the attainment and progress of the cohort overall; groups of pupils and the progress (less than expected progress and more than expected progress) made by individual pupils. Actions are set in order to improve standards.

National standardised summative assessments

National standardised summative assessments take place in each phase; the outcomes of these assessments are reported to the Local Authority and nationally.

Early Years foundation Stage (EYFS)

Assessment at the start of Reception: the Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts Reception. The RBA is a short, interactive and practical assessment of a pupil's early literacy, communication, language and mathematics skills when they begin school.

Assessment at the end of Reception: the EYFS Profile is completed for each child, which indicates whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging') in the 17 Early Learning Goals (ELGs) within the seven areas of learning and development as identified in Development Matters in the Early Years Foundation Development Stage (see table on p4). In order to achieve a Good Level of Development (GLD), pupils must achieve the expected level in the ELGs for all of the Prime areas of learning (CL ,PSED and PD) and the following Specific areas (Literacy and Mathematics) - refer to the shaded area in the table on p3.

KS1 Phonics Screening

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that pupils read aloud to the check administrator.

Year 1 pupils participate in the KS1 phonics screening check in the summer term, unless they are disapplied. If pupils do not pass the assessment in Year 1, they must take it in Year 2 in the summer term. The KS1 Assessment and Reporting Arrangements (ARA) details all of the information for the Phonics screening check.

KS2 Multiplication tables check (MTC)

The MTC is an on-screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions Pupils take the MTC when they are in Year 4.

KS2 Standard Assessment Tests (SATs) and teacher assessment

The KS2 SATs, which must be administered on the set dates identified by the Standards & Testing Agency (STA), consist of the following:

- English Grammar, Punctuation and Spelling - Paper 1: grammar and punctuation; Paper 2: spelling test.
- English Reading – reading booklet (including three texts) and answer booklet (written comprehension questions).
- Mathematics – Paper 1: arithmetic; Papers 2 & 3: reasoning.

The KS2 teacher assessment frameworks are used to make teacher assessment judgements for Writing and Science.

The KS2 English writing framework contains 3 standards: working towards the expected standard; working at the expected standard; working at greater depth. Pupils who have not completed the programme of study or are not yet 'working towards the expected standard' should be assessed using the pre-key stage standards. Evidence for Writing should come from independent writing (e.g. Show Off writing; independent writing in English books; cross-curricular writing).

The KS2 science framework contains one standard: working at the expected standard. A pupil who has completed the programme of study will be judged as either 'working at the expected standard' or 'has not met the expected standard'. For Science, there is no requirement to have evidence from the classroom that pupils have met statements relating to science content taught before the final year of the key stage. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.

The pre-key stage standards should be used for assessing pupils engaged in subject-specific study, who are working below the standard of KS2 national curriculum assessments.

The engagement model is a new statutory teacher assessment tool for pupils working below the standard of the national curriculum and not engaged in subject-specific study. It should be used to assess pupils' learning regularly throughout the year, enabling these pupils' achievements and progress to be measured over time. It replaces P scales 1-4.

The KS2 Assessment and Reporting Arrangements (ARA) details all of the information for teacher assessment and tests in KS2.

Feedback to parents/carers

The school builds strong partnerships with parents/carers by encouraging ongoing dialogue at the end of a school day, when teachers dismiss pupils, to discuss achievements and/or concerns with parents/carers.

If parents/carers would like to meet with any member of staff more formally, an appointment is arranged at a convenient time.

Formal feedback is provided to parents/carers in the following ways:

- Curriculum letters at the beginning of each term identify the content of the term's curriculum for each subject and key dates.
- Parents' evenings termly – verbal feedback is given on effort, progress and attainment based on the curriculum pupils are learning and assessed against. Parents/carers can also view their child's learning in their books, which includes their targets and an update on their achievement of the targets.
- End of year reports comment on: achievements (attainment), progress and the effort the pupil puts into each curriculum area. National standardised summative assessment results for pupils (EYFS, Phonics, KS1 and KS2: refer to p7-8) are also reported to parents/carers. Attendance information is also presented in reports.

CPD

The assessment leader leads in-school professional development for assessment and coordinates with subject leaders based on subject specific assessment.

The need for individual CPD is identified through monitoring, appraisal reviews and staff seeking support with assessment. If support is not provided by the school, offsite CPD will be organised by the assessment leader (including support for ECTs).

Moderation

Moderation is used to provide quality assurance that assessment at St Matthew's is consistent across school, as well as providing support and/or challenge of assessment judgements. Moderation provides information on the pupil's attainment and their next steps, as well as an opportunity for the school to review assessment, curriculum provision/opportunities and to address inconsistencies.
The following planned moderation takes place:

- writing moderation (in school);
- EYFS moderation (in school);
- external moderation (cluster schools and the local authority);
- local authority moderation for EYFS and KS2, which takes place on a cycle programme set by the LA.

Roles and responsibilities

Assessment leader

- track achievement termly;
- produce reports and report to school leaders on the performance of the school – e.g. statutory national assessment results; termly achievement summary (including progress towards achieving end of year targets and in-school data; Analyse School Performance (ASP) summary, Ofsted's inspection data summary report (IDSR);
- lead and coordinate CPD (including moderation) in relation to assessment;
- evaluate assessment procedures.

SLT

- lead moderation for subject and/or phase responsibility;
- monitor assessment in learning scrutinies (curriculum coverage; marking and feedback; opportunities for self and peer assessment; pitch and expectations based on assessment outcomes etc.);
- scrutinise assessment outcomes in preparation for pupil progress dialogue;

Governors

- understand the in-school assessment system and national standardised summative assessments;
- challenge and support the leadership team with in-school and national standardised assessments.

Teachers

- conduct day-to-day formative assessment using a range of assessment for learning (AfL) strategies, including regular verbal and written feedback;
- plan for assessment opportunities for staff and pupils;
- be held to account in pupil progress meetings and appraisal reviews.

Support staff

- conduct day-to-day formative assessment – e.g. questioning, marking and feedback, AfL strategies, etc.

Appendix 1: St Matthew's Marking Codes

St Matthew's Marking Codes			
Year Two		**Key Stage Two**	
Code	**Meaning**	**Code**	**Meaning**
S (dot above the error)	Spelling	**S** (dot above the error)	Spelling
CL	Capital letters	**CL**	Capital letters
P	Punctuation	**P**	Punctuation
∩	Finger space	**G** (dot above the error)	Grammar
Pr	Presentation	**Pr**	Presentation
• Highlight LO: Green, Yellow or Pink • Editing in pink pen from children			

Appendix 2: subject specific marking guidance

EYFS

Tapestry is used to record achievements ('wow moments'), which are used to inform teacher assessment judgements. Observations should be quickly noted down during learning time and written up as part of assessment (not whilst interacting with children in the provision). Observations will have:

- a title;
- explanation of key learning/skills;
- flags to Development Matters.

English

The LO should be highlighted (green/yellow/pink) and marking codes (appendix 1 – p11) should be used to provide feedback for pupils to respond to.

Maths

The LO should be highlighted (green/yellow/pink) and questions/tasks should be marked using a tick or dot).

Reading

Pupils should have at least one piece of learning each week; questions should be marked using a tick or dot (children should act on errors if questions have been live marked in the lesson). The number date should be written at the start of the learning (not the LO).

Show Off Writing

Show off writing should be acknowledged with a tick and/or stamp/sticker. Teachers should not identify or correct errors as these should be corrected by pupils through self/peer-assessment as part of the editing and improving process.

Handwriting

Handwriting should be acknowledged with a tick and/or stamp/sticker. Verbal feedback and live marking should be used to address letter formation and joins in the lesson.

Science, Humanities and RE

The LO should be highlighted (green/yellow/pink) and basic errors should be identified using codes/should be corrected.

Design and Technology

The LO should be highlighted (green/yellow/pink) and learning should be acknowledged with a tick and/or stamp/sticker.

MFL, Art sketch books and Learning Logs

Handwriting, MFL, Art/DT and Learning Logs should be acknowledged with a tick and/or stamp/sticker. Basic errors should be corrected.

PSHE

PSHE online books will be used as evidence for learning: for each lesson, the date and LO should be clear at the top of the page with evidence of learning, which can be examples of children's learning, photographs and/or written explanations of learning (written evidence can be produced by staff or pupils if appropriate). There is no requirement for written marking however the evidence should represent the learning that has taken place in that lesson.

Appendix 3: St Matthew's Teacher Assessment Guidance for Reading and Maths in KS1 and KS2

Reading assessment			
	Autumn	**Spring**	**Summer**
Y1	**RWI assessment** On track: Pink Below: Purple Well below: < Purple	• **RWI assessment** On track: Yellow Below: Orange Well below: < Orange • NFER reading assessment for children on Yellow+: GDS: 116+ (TA as EXS) On track: 98+ Below: 95 - 97 Well below: < 95	• **RWI assessment** Expected: Blue Below: Yellow Well below: < Yellow • Y1 phonics check • NFER reading assessment GDS: 116+ EXS: 98+ Below: 95 - 97 Well below: < 95
Y2	• Teacher assessment • NFER Reading test On track: 98+ Below: 95 - 97 Well below: < 95	• Teacher assessment • NFER Reading test GDS: 116+ On track: 98+ Below: 95 - 97 Well below: < 95	• Teacher assessment • KS1 SATs Reading test: GDS: 110+ Expected: 100+ Below: 95 - 99 Well below: < 95
Y3 **Y4** **Y5**	• NFER Reading test GDS: 116+ (TA as EXS) On track: 98+ Below: 95 - 97 Well below: < 95	• NFER Reading test GDS: 116+ On track: 98+ Below: 95 - 97 Well below: < 95	• NFER Reading test GDS: 116+ EXS: 98+ Below: 95 - 97 Well below: < 95
Y6	• KS2 mock SATs Reading test: GDS: 110+ (TA as EXS) On track: 100+ Below: 95 - 99 Well below: < 95	• KS2 mock SATs Reading test: GDS: 110+ On track: 100+ Below: 95 - 99 Well below: < 95	• KS2 SATs Reading test: HS: 110+ AS/EXS: 100+ Not achieved standard: <100

Maths assessment			
	Autumn	**Spring**	**Summer**
Y1	• Teacher assessment (use show off maths assessment to inform)	• Teacher assessment • NFER Maths test On track: > 99 Below: 95 - 99 Well below: < 95	• Teacher assessment • NFER Maths test GDS: 110+ EXS: 100+ Below: 95 - 99 Well below: < 95
Y2	• Teacher assessment • KS1 Maths test: On track: 98+ Below: 95 - 97 Well below: < 95	• Teacher assessment • NFER Maths test GDS: 116+ On track: 98+ Below: 95 - 97 Well below: < 95	• Teacher assessment • KS1 SATs Maths test: GDS: 110+ Expected: 100+ Below: 95 - 99 Well below: < 95
Y3 **Y4** **Y5**	• NFER Maths test GDS: 116+ (TA as EXS) On track: 98+ Below: 95 - 97 Well below: < 95	• NFER Maths test GDS: 116+ On track: 98+ Below: 95 - 97 Well below: < 95	• NFER Maths test GDS: 116+ EXS: 98+ Below: 95 - 97 Well below: < 95
Y6	• KS2 mock Reading test: GDS: 110+ (TA as EXS) On track: 100+ Below: 95 - 99 Well below: < 95	• KS2 mock Reading test: GDS: 110+ (TA as EXS) On track: 100+ Below: 95 - 99 Well below: < 95	• KS2 Reading test: HS: 110+ AS/EXS: 100+ Not achieved standard: <100