



St Martin's School

Assessment Policy



Introduction

This Policy outlines the purpose, nature and management of assessment at St. Martin's School. St Martin's School is committed to embedding assessment at the heart of teaching. We believe that, in order to excel and maximise pupil achievement, pupils must be assessed so that they can understand their next steps and deepen their learning. High quality assessment is key in teaching and learning and in identifying children's gaps and misconceptions which in turn informs teacher's planning and swift, effective identification of learning barriers to implement appropriate intervention.

Policy Aims

To give a clear outline of all assessment techniques at St. Martin's School, to ensure that assessment is used as a tool to inform planning, and to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Head teacher and the Deputy Head teacher, who is the Assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

Formative Assessment

Formative assessment is carried out by teachers in every lesson. It allows teachers to understand pupil performance on a continuing basis; it is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress or even if they are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include: the use of appropriate questioning, marking of pupils' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. Formative assessment helps pupils to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Summative Assessment

Summative Assessment Tests for Years 1 to 6 (published by GL) are used throughout the school year. Maths and SPAG are formally assessed twice a year during a Test Week: once in September to ascertain a student's starting point and once again in May to measure the progress made throughout the year. Reading and Spelling are formally assessed termly during this Test Week. Verbal Reasoning and Non-Verbal Reasoning are formally assessed once a year. They are completed digitally, and each pupil is given an age-related score. This data gives a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year. Furthermore, this data is then used to inform Pupil Progress Meetings whereby the class teacher, the Senior Leadership Team and SENDCo meet to analyse the results and from there, to plan appropriate targets, support and strategies. Assessment information is used to plan teaching and learning strategies for individual pupils, including the identification of those children that are working below their age-related expectation, need further support in their learning to make progress, or those that need further challenges and scholarship. The outcome of this is that children are consistently making good progress and achieve well. When tracking assessment information, the SLT and subject co-ordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help our planning to raise standards in any group identified.

Early Years Foundation Stage

We use ongoing Assessments throughout our Early Years setting; practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using Tapestry, the online learning journal. If a teacher attaches a photo, or other evidence, to a learning objective this will be digitally transferred to our online assessment tracker. Class teachers log onto this platform daily and use evidence collected to inform their judgements of whether pupils are 'Beginning, Developing or Secure' in each aspect of the early years ages and stages.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

Phonics Assessment

As part of EYFS and KS1, the children's understanding of their Grapheme-Phoneme Correspondence (GPCs) is regularly assessed. How well a child can use the phonics skills they've learned up to the end of Year 1 is assessed and gives an indication of which pupils need extra phonics help. Children who do not meet the expected level in Year 1 and 2 are given extra phonics support in KS2.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents:

- Parent Consultation Meetings at the beginning of the Autumn Term and the end of the Spring Term: these meetings focus on the curriculum – what progress the pupils have made and what they need to do to improve (targets).
- Spring and Summer Reports (including assessment against end of year expectations)

Reporting to Pupils:

- Through our formative assessment strategies pupils get feedback on a daily basis.
- Our question-based marking informs pupils of what they have done well and what they need to do to improve.
- Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking, to self-evaluate their work based on a success criteria.

EYFS Profile

In the penultimate term of Reception, the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on Tapestry. Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (Emerging)

The Reception teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year parents are given a written report which:

- states the child's attainment against the ELGs
- summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

The report is specific, concise and identifies appropriate next steps.

Pupils new to school

All new pupils should be teacher assessed using school procedures by the end of their **SECOND WEEK** at school. This is their class/set teacher's responsibility. This 'Point of Entry' assessment is used to inform teachers' planning and learning outcomes.

Written by: Mr Guyster (Deputy Headteacher)

Ratified by: Governors

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