

# St Ann's RC Primary School

## Assessment Policy

Last Reviewed: September 2024  
Next Review by: September 2025

## **Our School's Mission Statement**

*We, the family of St. Ann's  
Rejoice in our learning, striving for excellence  
We challenge ourselves, follow Jesus  
And empower each other to be the best we can be.  
Love, Respect, Service*

### **Our vision for Assessment:**

At St. Ann's R.C. Primary School, we believe that effective assessment provides information to improve teaching and learning. We believe that the best form of assessment results from ongoing dialogue and interactions with children and consequently, we give our children regular feedback on their learning so that they understand what to do in order to improve. These daily interactions are what provide the soundest judgments of pupil progress and are what should consistently inform planning and teaching. We also gather and use assessment information to inform us how well our pupils are remembering the knowledge they are taught over the long-term. We do recognise though that progress in learning is not linear and therefore children should not be judged solely on the basis of single assessments or tests. The detailed assessment information we gather is always used to support our future teaching to ensure it is planned and pitched thoughtfully to take into account all of our pupils' needs. We give parents updates on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

At St. Ann's R. C. Primary School, we use a range of methods of assessments:

- a) Day-to-day formative assessment
- b) Summative assessment
- c) National statutory assessment

### **Day-to-day formative assessment**

Day-to-day formative assessment refers to the ongoing and continuous process of gathering information about pupils' learning and understanding on a regular basis. It is the most crucial type of assessment, as it informs the next steps in teaching and learning. It allows teachers to

understand pupil performance and learning on an ongoing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. Methods of formative assessment used consistently by teaching staff include, looking at pupils' work in books, observational assessments in and outside the classroom, low stakes quizzing, hinge / exit questions, discussions with pupils and peer and self-assessment.

### **In-school summative assessment**

Summative assessment occurs at pre-defined periods of the academic year. These assessments help teachers to identify gaps in learning for pupils and also to track progress over time. This will then be used to support teachers in planning for future teaching and learning to maximise progress. Summative assessments will also be used by school leaders to monitor the performance of pupil cohorts and groups, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. A range of 'in-school-summative assessments' will be used (see table below).

<b>In school Summative assessment</b>	<b>When in the year it occurs</b>	<b>Year groups</b>	<b>Where it is recorded</b>
EYFS Areas of learning	Baseline and termly	Nursery and Reception	Otrack
Communication and Language	Termly and as required		Wellcomm tracker
Daily observations	Throughout the year	Nursery and Reception	Seesaw
Name writing and Pencil grip	Baseline and termly	Nursery and Reception	Teacher's own record
Weekly spelling test	Throughout the year	Year 1 – 6	Teachers' own record
Weekly times table tests	Throughout the year	Year 2 – 6	Teachers' own record

Phonics assessments	Half Termly	Rec – Y2 (plus Y3 – 6 if required)	Phonics tracker
Salford Sentence Reading test	Termly	Lowest 20% of Readers (Y1-6) or where concerns	Reading Tracker
NTS Reading	December and May	Year 1 – 6	Otrack
NTS Maths	December and May	Year 1 – 6	Otrack
GAPs	December and May	Year 1- 6	Otrack
Teacher assessment Reading	Half termly	Year 1 – 6	Otrack
Teacher assessment Writing	Half termly	Year 1 – 6	OTrack
Teacher assessment Maths	Half termly	Year 1 – 6	Otrack

### **Assessment in different subject areas**

Teachers continue to do ongoing assessments with each subject area that is taught. A variety of assessment methods are used and teachers keep a record of children's attainment and progress.

### **SEND and Assessment**

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupils starting points and take this into account alongside the nature of pupils learning difficulties. For some of our pupils with SEND, a more bespoke approach to assessment will be taken so that a more meaningful understanding of their progress and next steps is obtained.

Pupils with SEND are also tracked at three key points in the year via the Assess Plan Do Review process. Working with parents/carers and the SENDCo, class teachers set SMART targets linked to the child's identified area of need for their development and these are reviewed regularly.

## **National statutory assessment**

National statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their pupils and identifying where pupils require more support, so that this can be provided. School leaders work alongside teachers in statutory assessment year groups to provide any additional support (potentially for pupils and/or staff training), by examining predictions and practice test data and discussing these with year groups. Although familiarising pupils with test formats is important and fair to our children, we always aim to ensure that the full scope of the National Curriculum is offered in these year groups too. (Please see 'Statutory Assessment Policy and 'EYFS Assessment Policy' for more information).

Below is a summary of the statutory assessments that the school completes in Chronological order.

<b>National statutory assessment</b>	<b>When in the year it takes place</b>	<b>Year groups</b>	<b>Where it is recorded</b>
Reception Baseline	September to October	Reception	Submitted to DfE
KS2 SATS	May	Year 6	Otrack and submitted to DfE
Phonics screening check	June	Year 1	Otrack and submitted to LA
Phonics screening check retakes	June	Year 2	Otrack and submitted to LA
Multiplication Check	June	Year 4	Imported into Otrack from DfE
EYFS Profile assessment	June	Reception	Otrack and submitted to the DfE.

### **Record-keeping**

A teachers' day-to-day assessments, whether they are observations of a group, a task or activity in which a group or individual were successful/unsuccessful, will be recorded as the teacher sees fit. The comments are at the discretion of the teacher and will form part of the teacher's future planning for all subjects.

A copy of each child's annual report is uploaded on to the schools' MSTeams resource area. Teachers' are responsible for submitting the judgements onto OTrack each term/half term as stated in the table above.

The assessment lead has responsibility for over-seeing the assessment and moderation process.

### **Reporting to Parent**

An annual written report to parents is issued towards the end of the Summer term. It fulfils all statutory requirements; comments on each National Curriculum subject identifying strengths and weaknesses; attendance data; National Curriculum statutory assessment data where required; end of year judgements where required.

Teachers are available for any parent who wishes to discuss their child's progress throughout the year. Formal Parent meetings take place in the Autumn and Spring term.

### **Information to be passed on**

All records relating to a child's progress will be discussed at a meeting between the child's present teacher and future teacher. This will take place at the end of the Summer term.