



Assessment Policy

Why assess?

Children's progress is closely monitored at St Michael's in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data.

Assessment at St Michael's

Early Years Foundation Stage

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults including the Teaching Assistants, EYFS leader, Head teacher and HLTAs. They also contain information provided by parents. See separate EYFS Policy for more information.

Year One phonics check

All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teachers. Results are included within the Year 1 end of term report. If children do not meet the expected level in Year 1, they will retake the phonics check in Year 2.

SATS

Children in Year 2 and Year 6 are assessed during May. The results of these assessments (as part of teacher assessment for year 2) are reported annually to the parents. The national expectation is that children should aim to achieve 'expected' both at the end of Year 2 and at the end of Year 6. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and Feedback

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. We use pink to highlight good work and green to indicate where work can be improved. Children are given time to read and review their work following marking and are expected to respond in detail to 'green' or 'fix it' tasks. They are also encouraged to use a purple pen to edit their work and to respond to teachers' comments. **See separate Marking Policy for more information.** Children in the older year groups are encouraged to self-assess their work and to identify next steps in their learning. This is done with the support of the class teacher.

Assessment Data and Tracking

Most assessment information will be collected through observations, information in books, pupil self-assessment and other assessment activities. However, we also use the following to gather a standardised view of children's

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learning. Assessment data from these and other assessment activities will be recorded on Target Tracker at the end of Terms 2,4 and 6. Assessment information from Terms 1, 3 and 5 will also be entered into Target Tracker in order to ensure progress term on term.

PiRA (Progression In Reading Assessment) PUMA (Progression in Maths Assessments) and the White Rose Standardised Assessments will be used at the following times:

	Term 2	Term 4	Term 6
Year 1	White Rose / PiRA	White Rose / PiRA	PiRA/PUMA
Year 2	White Rose / PiRA	White Rose / PiRA	PiRA/PUMA
Year 3	White Rose / PiRA	White Rose / PiRA	PiRA/PUMA
Year 4	White Rose / PiRA	White Rose / PiRA	PiRA/PUMA
Year 5	White Rose / PiRA	White Rose / PiRA	PiRA/PUMA
Year 6	White Rose / PiRA	White Rose / PiRA	N/A

These assessments will generate a standardised score for each child. Standardised scores compare a pupil's performance to that of a nationally representative sample of pupils from the relevant year group, who will have all taken the same test at the same time of year.

Standardised Score	Level
Below 70	Well Below Average
70-84	Below Average
85-99	Low Average
100-104	Average
105-114	High Average
115-129	Above Average
Above 129	Well Above Average

Assessment information will be used to inform planning and to identify children who may need extra support. Data is recorded and used in 5 'layers' (see appendix 1) each of which explains the data collected and the use and audience. This ensures that all the data collected is purposeful. The layers include breakdown into key pupil groups

Parent consultations

Parent consultation evenings take place in the autumn and spring terms for children in nursery through to Year 6. Children should contribute to these conversations in either a verbal or written format. If the parents are happy, children can attend the meetings.

Pupil Progress Meetings

PPMs are held 6 times a year to review the learning of all children. In particular children at risk of underachievement are identified along with reasons for the concern. Barriers to learning are discussed and appropriate interventions planned. These are reviewed regularly and always at the next PPM. PPM notes are shared with key staff and with the headteacher.

Reports to parents

At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child as well as formative and summative observations by the teaching team. Parents / Carers are encouraged to provide feedback to the school.

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Inclusion

St Michael's is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENCo, parents and external agencies (where appropriate) to plan tailored support. We follow the Assess, Plan, Do, Review cycle to ensure all children are monitored closely and make progress. We use Pupil Profiles for all children with SEND and for those entitled to the PPG. These are reviewed with the child and parents termly. The Inclusion Leader, is available to provide advice to staff and families. We do not label any child by so called 'ability'. And ensure all children receive the curriculum that they are entitled to. All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy for more information.

This policy should be read in conjunction with:

- Teaching and Learning Policy
- EYFS Policy
- Marking policy
- SEND policy

This policy will be reviewed in full by the Governing Body on a yearly basis.

This policy was reviewed and updated in **January 2020**

Next review date: **Summer 2021**