



Assessment Policy 2021 - 2022

St. Michael in the Hamlet Primary School

Intent

The assessment, recording and reporting policy of our school is based on a clear set of aims which reflect our educational philosophy and support the overall aims of the school, and which are expressed in terms of the intended educational outcomes.

Aims

- To help pupils recognise and celebrate a wide range of achievements
- To identify pupil's strengths and areas for reinforcement and development
- To encourage pupils to take responsibility for, and make informed judgements about, their future learning
- To ensure staff are aware of their pupils' achievements in order to guide their future learning
- To evaluate the effectiveness of teaching strategies and materials in curriculum planning
- To make informed judgements relating to the way the school's curriculum, including the National Curriculum, is planned and resourced
- To communicate effectively pupils' achievements to parents, governors and other responsible parties
- To inform school improvement planning to continuously strive for the best outcomes for pupils

Implementation

To ensure assessment is consistent, clear and readily available the use of the online tool Balance is used throughout the school across KS1 and KS2. This will be used within EYFS once the tool has been adapted to suit the EYFS curriculum.

Formative assessment

Formative assessment is an on-going practice which is supported by the use of Balance assessment tool and both verbal and written feedback. Teachers will use the Balance tool to aid regular verbal feedback to children in order to move their learning on. Learning will be recorded on Balance in the form of a 'learning event' and children will be scored 1-9 against the learning objective. Through discussion and or written feedback, the children will better understand their own learning and the necessary steps to move their learning on. Children, along with the teacher, will constantly reflect on what they have achieved during the lesson and edit their learning using a 'purple polishing pen.' Teachers will use 'great for green' and 'pink for think' pens to support feedback as stated in our Marking Policy. All formative assessment recordings will feed into teacher's summative assessment.

EYFS

EYFS record formative observations using Tapestry or class floor books. These observations are gathered during child-led learning time, or during routine interactions such as during an adult led session. When it comes to next steps the class teacher and the EYFS team will reflect upon the skills and understanding that the child(ren) demonstrate in the course of everyday learning to plan what to teach next.

Summative assessment

We are
Safe, **M**otivational, **I**nclusive, a **T**eam and **H**appy



Regular Data Hubs will take place for each year group to discuss in detail the classes progress and emotional wellbeing. Prior to each Data Hub, teachers will record where their children are currently operating in Reading, Writing and Maths using the Professional Judgements tool on Balance. Teachers will record children's age related expectations and if they are emerging, emerging plus, developing, developing plus, secure or mastery for within their year group. Foundation subjects will be assessed termly using Professional Judgements also.

EYFS

This assessment is used to understand a child's performance at the end of a period of teaching and are measured against the learning outcomes. These assessments are interconnected meaning that children are likely to demonstrate attainment in more than one area of learning during an observation. The purpose of these assessments are to inform the child's learning and modify the curriculum to their needs. We use national statutory assessment to understand a child's performance in relation to national expectations. At the end of the summer term a written report sharing every child's progress in line with the early learning goals is shared with parents. Further details can be found in our EYFS policy.

In addition to the use of Balance and Tapestry (EYFS), the following assessment tools will be used:

- Baseline Assessment - EYFS
- EYFS Profile at end of Foundation Stage
- Phonic screening test in Year 1
- Statutory SATs tests in Year 2
- Statutory SATs tests in Year 6
- Spelling assessment in Years 1-6 – curriculum spelling lists
- Spelling age assessments – Y3-6
- Reading age assessments – Y1-6
- NFER Reading tests Y1-6
- NFER Maths tests Y1-6
- Maths Activelearn/ Whiterose End of Unit Assessments Y1-6
- Science Bug End of Unit Assessments Y1-6

Reporting

Reporting to parents will take place through Parents' Evenings in the Autumn and Spring terms, written reports in the Summer term, and the opportunity to discuss the content of written reports at the end of the school year. End of year reports will inform parents if their child is working: below ARE, working within ARE or exceeding ARE.

Inclusion

All children will be encouraged to achieve as much as possible. Through constant formative assessment of children's learning, their needs will be catered for and their learning adapted as suitable. If children are operating below the expected level for their year group, their outcomes for summative assessment will be recorded in a separate table. If SEND, the use of a Provision Map will ensure the child's needs are targeted and catered for.

Further details may be found in our SEND Policy.

Impact

Each class teacher will be responsible for formative assessment through the use of verbal feedback and discussion with the children about their learning. Class teachers will be

We are
Safe, **M**otivational, **I**nclusive, a **T**eam and **H**appy



responsible for recording learning through the use of 'learning events' via Balance. Children will feel empowered to achieve as much as possible through collaboratively assessing their learning with their teacher. Through discussion and constant, 'in the moment' feedback, children will be part of steering their learning journey and be clear of what their next steps need to be.

[Reviewed:](#) 29th September 2021

[Next Review:](#) Autumn 2022

We are
Safe, Motivational, Inclusive, a Team and Happy

