



**St Mary's Primary School**

**PLANNING AND  
ASSESSMENT POLICY**

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## **St Mary's Primary School Assessment Policy**

This policy was written in July 2020 and will be reviewed annually. The document is a statement of the aims, principles and strategies for assessing pupils work and progress at St Mary's Primary School.

### **Rationale**

#### **What is assessment?**

Assessment is the process of forming a judgement based upon information. The majority of assessment that goes on in the primary classroom is used to inform the teacher about how to organise the learning. If used effectively it can help to fashion approach of the teacher by helping to identify difficulties that a child might have with a piece of work, strategies to develop and the most effective ways of teaching- which benefit both the class as a whole and for specific individuals.

#### **Why assess?**

For teachers to plan work for children, ensuring an appropriate level of difficulty and satisfactory progression requires up-to-date and reliable information. Existing knowledge, understanding and skills competence all need to be assessed if work is to be provided that is sufficiently accessible for the individual pupil. In order for teachers to have a clear idea of what might reasonably be achieved by pupils of a specific age or attainment it is essential for the school to have a systematic assessment schedule. The need to compile records of children's progress, demanded by the Education Reform Act (1988) highlights the importance of referencing an assessment programme to the National Curriculum.

1. At St Mary's Primary School we assess pupils work in order to:
  - Plan and manage the learning experiences of the child (formative assessment)
  - Identify difficulties which are impending learning (diagnostic assessment)
  - Identify the stage that learning has reached (summative assessment)
  - Inform reporting to parents and others.

## **Key Principles**

At St Mary's Primary School children have an entitlement to an assessment process which:

- Provides reliable and credible information to support progression in learning
- Accurately identifies and tracks their progress
- Highlights strengths and difficulties together with strategies to manage them
- Raises the expectations of success and celebrates a broad range of achievements
- Is motivating and actively involves them in review and target setting

At St Mary's Primary School the assessment and recording procedures will support teachers in the following ways:

- By supporting quality teaching and learning
- By being based on clear and shared criteria
- By being manageable, sustainable, consistent and useful
- By meeting statutory requirements

This process will include consideration of work completed and activities observed and-where appropriate-results of specific assessment tasks and tests.

At St Mary's Primary School the assessment and reporting practice will advise parents by:

- Involving them in helping their child to meet learning targets
- Highlighting their child's successes and progress
- Identifying weaknesses and how they will be addressed
- Providing them with opportunities to review and discuss their child's achievements
- Ensuring that information about their child is detailed, specific and easy to understand.

The above key principles should be considered in conjunction with the school policies on marking and teaching and learning.

*“Teachers should use the results of their assessments to set work which is well matched to their pupils’ capabilities”* OFSTED handbook.

## **Planning**

Each teacher knows the class topics for the year in advance and can plan accordingly. Weekly plans are produced for each area of the National Curriculum (all year groups have adapted planning appropriately and in line with the New Curriculum). Learning objectives are differentiated and assessment opportunities are planned.

### **1.1 Long Term Planning**

Teachers have received schemes of work for all New Curriculum topics which they have used to inform planning. Where planning has not changed teachers can continue to use schemes of work produced by QCA. For English and Mathematics the DfES’s Literacy and Numeracy strategies are an integral part of the school’s scheme of work for these subjects.

### **1.2 Medium term Planning**

We recognise the need to draw up an overview of planning for each term or half term that reflects the requirements of the National Curriculum, the School Policy documents and Schemes of Work.

We also recognise the benefits to the pupils of a planned programme of work which promotes development and progression, builds on previous experiences and avoids unnecessary repetition.

We appreciate the benefits of a co-operative approach to planning and the pooling of ideas. We consider this to be a successful method for putting a programme of work into practice and believe in the value of sharing ideas and the preparation of resources and materials.

To achieve these aims we work on a whole-school system of planning as summarised below.

When possible we use a topic based, cross-curricular approach and try to make the project activities as inter-related as possible. However, we also recognise that some subjects need to be taught as discrete subjects and not linked to topics in a nebulous way.

Formative assessment tasks are planned during the course of each topic in order that children's attainment can be matched to the recommended Stage Descriptors at the end of each term. They are shown in the medium term plans for Literacy and Numeracy.

Across the school most curriculum planning is set out on pre-printed proformas. (See attached appendix).

The Nursery and Reception classes have their own planning proformas linked to the areas of learning in the Foundation Stage and Early Learning Goals- Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts.

### **1.3 Weekly Planning**

Weekly planning for learning for Literacy and Numeracy are written on the agreed proformas. All planning must clearly state the aim of the lesson and meet the needs of all pupils. Some pupils may have an Individual Education Plan (IEP) and lesson plans must include any agreed targets for learning. Staff meet regularly to discuss the learning outcomes for their year group and classes.

### **Monitoring of planning**

Weekly planning of Literacy and Numeracy Curriculum planning should be given to the Subject co-ordinators to check any queries. Medium term plans, which outline the coverage of objectives in Literacy and Numeracy, should be handed in to the Headteacher at the commencement of each term. Subject co-ordinators will ensure that continuity and progression throughout the school is maintained. The co-ordinators will arrange to see individual members of staff to discuss and advise them when necessary. Co-ordinators will also arrange a subject meeting each term to advise and update teachers about curriculum issues.

## **2. PROCESS OF ASSESSMENT**

All children's work is important enough to merit assessment of some kind. What is more, all children should be encouraged to be aware of their own progress and potentialities.

Assessment should be based on:

A comparison with the pupil's own previous capabilities and performance rather than with the other pupils or with external criteria.

- It should be used formatively to locate the pupil's difficulties and potentialities as well as summatively to find out what they have learned.
- It should not be confined to recall of "what has been learned" but should also involve 'transfer' of learning to other situations, first similar ones and then more general situations.
- Assessment should be built into teaching and not simply bolted on to the end.

### **2.1 Long Term Assessment**

Long term assessment identifies areas in which changes in teaching practice are necessary. Full details of how pupil achievement is assessed in core subjects is listed below. At the end of each academic year all pupils in KS2 take optional SATs to assess the stage the pupil is working within. This information may be used in conjunction with other formative assessment in order to set future targets and to inform parents of their child's progress and provide information to colleagues and other schools about pupils' progress.

At the end of each academic year the assessment information for the entire class should be passed on to the next teacher and a 'handover' conversation should take place between old and new teachers to ensure a good understanding of the classes' and pupils abilities.

If a pupil transfers to another school these records will be forwarded according to the current DfEE guidelines.

### **2.2 Foundation Stage Assessment**

The Nursery children are assessed through the Foundation Stage Assessment profile from the term of entry. This is in line with the statutory guidelines as laid down in the QCA document The Foundation Stage Curriculum Guidance. Continuous assessment of reception class children takes place throughout the year. At the end of the reception year the children's achievements are assessed against the learning goals in the Foundation Stage Profile. This information is passed on to the LEA, parents and the Year 1 teacher.

Progression in all areas, Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts is assessed through frequent observation and an in-depth observation of each child on a termly basis.

### **2.3 Self and Peer Assessment**

It is important for pupils to be involved in assessing their own and others work and setting targets for achievement. Teachers should encourage pupils to integrate self-assessment into their learning through agreed target setting. This process will develop pupils' thinking skills.

### **2.4 Target Setting**

Targets for Numeracy and Literacy are set for pupils in both Key Stages. The data used to set individual targets in a cohort of pupils is:

- Foundation Stage Profile
- Key Stage assessments

At the end of each academic year the Headteacher discusses and evaluates the Key Stage 1 end of year assessments and 2 SATs results with class teachers and the SLT. The Assessment co-ordinator is responsible for collecting this data. Data is stored on individual class software.

Early in the Autumn tracking from the previous year, optional SATs results and KS1 end of year assessments will form the basis of target setting for children. These results will be recorded onto teachers tracking charts and school support software.

Class targets are discussed and reviewed each term (Years 2-6). Individual pupil target sheets must be attached to literacy and numeracy exercise books in Key Stage 1 and 2. Targets must be set at regular intervals, linked to marking and then shared with the pupil.

Parents must also be informed of their child's targets during parent / teacher interviews.

## **2.5 Short Term Assessment**

Teachers have always made continuous assessment of pupils' progress. It is not possible to attempt to record all of the information collected. Much of it will, necessarily, remain in the teacher's mind. However, it is important to plan for assessment activities in order to record important steps in the pupil's learning. Daily contact with pupils and their work is useful when making judgements about attainment but the most important technique for assessment will be **focused teaching** with groups of pupils. Staff should aim to conduct at least one period of focus teaching per session and should plan a spread of focused teaching between the groups of a class during each week. Class teacher's Record Books should be used to record assessment of pupils' learning. The summative end of year assessment records for the foundation curriculum should be completed by the end of the Summer term and passed onto the next class teacher.

The following procedures must also take place during each term.

### **Numeracy-**

on-going record of achievement. Each pupil has a record of individual achievement. Key learning objectives are highlighted when achieved. Additional information about pupil learning must be recorded on the back of the planning sheet, for example specific pupil responses to learning. Each objective within the New Curriculum framework must be taught each year and children's competence for each objective should be recorded. Numeracy assessments should be taking place at the end of each unit of work.



## **Literacy-**

In Years 1-6 work level tests are recorded in the class teacher's record book as spelling tests which link with the strategy. At the end of each half term, one example of unaided writing from each pupil, set against an objective, must be assessed against the New Curriculum Stage criteria. This assessment takes place in the final week of each half term. This work will be recorded on the teachers tracking software / in record books. Reading is also assessed regularly as with Speaking and Listening and recorded in a similar way (see Literacy Policy).

In the Summer Term the pupil's attainment in Literacy in Years 2-6 will be assessed using QCA's SAT test papers.

## **Science-**

Pupils will be tested on their knowledge and application of Science after each topic in KS2.

## **2.6 Deciding Stages At The End of a Key Stage**

To help teachers assess stages of attainment in Literacy and Numeracy samples of work are assessed against the expected outcomes for each stage. Samples will be collected in an assessment folder. This provides evidence for moderation. The folder is reviewed and updated when necessary.

Examples to support assessment include the following:-

- Original copies of work (including sample scripts of SATs tests)
- Photocopies of work
- Teachers notes or observations on practical work and/or oral evidence.

## **2.7 National Curriculum Tests**

At the end of Key Stage 2 (Year 6) pupils are required to be assessed. At the end of Key Stage 1, the teacher assessments will be reported to parents in each child's report. At the end of Key Stage 2, test results will be reported to their parents with their end of year report. Comparative results, both school and national, are also reported to parents and governors in line with DfE regulations. These results are published in the School Prospectus. Years 3-5 also take the optional SATs tests during the Summer Term in order to provide class teachers with information to support setting targets for pupils.

Policy Written by: Rosheen Martin

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