



Developing confident children  
through creativity and choice  
within a Christian community"

# Huxley & Utkinton St. Paul's C.E. Primary Schools Assessment Policy



Utkinton St Paul's  
C of E Primary School

"Enabling every child to  
fulfil his/her potential  
in a nurturing Christian  
environment"

## **Purpose**

- To ensure that teachers deliver lessons based upon the needs of their class, allowing all pupils to achieve their potential, through careful analysis of summative and formative assessment.
- To ensure, where appropriate, that those children who are behind age-related expectations/where they should be receive clearly directed and timely support.

## **EYFS**

### **Baseline Assessments**

- EYFS staff start to compile evidence for children's Learning Journey during Stay and Play sessions and pre-school visits. These will be in the form of observations, photographs and photocopies of work.
- During the Summer Term prior to children starting in EYFS, staff will undertake a visit to each child's pre-school where assessment information can be gathered and discussed. A home visit will also be arranged for EYFS staff to complete a questionnaire in order to gather significant information from the child's parents/carers. Parents/carers will also be asked to complete an 'All About Me' booklet to provide extra information about their child.
- At the end of the Summer Term, EYFS staff will begin to highlight (in blue) baseline assessments on the Development Matters Grid. Staff should be secure with any judgements and evidence before actually highlighting that a child can do something – if they think that a child is almost meeting criteria, they should indicate this with by underlining in pencil.
- EYFS staff should continue to gather baseline assessment evidence for the first 3 weeks of the Autumn Term of Reception. This should be recorded as highlighting on the Development Matters Grids and then the Class Teachers must transfer the information onto the colour-coded progress grids which must then be sent to the SLT for review.

### **Termly Assessments**

- Learning Journeys must be compiled to a high standard on a weekly basis and provide a range of evidence (photographs, post-it note observations, copies of work and parental contributions) of what children can do in a variety of adult-led and child-initiated activities. This evidence should be used as formative assessment during weekly planning meetings to inform judgements on the Development Matters Grids and also to plan next steps for individual children.
- At the end of each half term and again at the end of the term EYFS staff must formally assess children against the Development Matters/Early Learning Goals. This must be tracked onto the colour-coded progress grids and Class Teachers should calculate which children have made progress that term and whether they are on track to reach a good level of development at the end of EYFS. These grids must be sent to the SLT for monitoring and used to inform Pupil Progress Reviews.
- EYFS staff must arrange joint Huxley and Utkinton moderation meetings at least once per term to ensure consistency of judgements. They are also required to attend Cluster and County-led moderations as opportunities arise. Schools may receive a moderation visit from the CWaC EYFS Team – notification is sent out in advance.
- During the Summer Term of Reception, Class Teachers must assess children as either emerging, expected or exceeding in the Early Learning Goals. They must record these judgements on the usual school tracking/progress grids but must also be submitted to CWaC electronically using the given online system (data is sent via SIMS) and by a specified date.
- Children's attainment at the end of EYFS is reported to parents, using the school's bespoke report formats.

## **Reading**

- NFER biannually.
- Additionally, each January, children in Year 2 and Year 6 will complete a practice SATs week. During this period, children will complete the assessments from the year before. From this, teachers should complete a gaps analysis to inform their planning as well as their intervention and revision sessions. Results from these assessments will be analysed by the Literacy Co-ordinators and SLT as necessary.

## **Phonics**

- Children are assessed at the beginning and end of Phases 1-4 and at regular opportunities throughout Phases 5 and 6. These informal assessments will be based upon those suggested in 'Letters and Sounds' and will be used to inform groupings, adult deployment and help to identify any individuals or groups of children who may require any additional support or intervention.
- Class Teachers must ensure that they use the past Phonics Screener papers at the end of the Autumn and Spring Terms to check which children are on track to pass the Y1 Statutory Phonics Screener (this includes the children in Year 2 who did not meet expectations in Year 1). A gaps analysis should be produced to identify which phonemes/graphemes need additional coverage/revision and also to aid planning of any interventions with the SENDCO.
- The statutory Phonics Screener is administered during the Summer Term to all children in Year 1 and any Year 2 children who did not meet expectations the previous year, unless children qualify for any of the criteria to be disapplied from the screener. The results of the screener are used to inform next steps for individuals, are reported to parents on the school's annual reports and to CWAC at the end of the academic year.

## **SPAG**

- Y1 Rising Stars, Y2 SATs, Y3-5 Testbase -to be reviewed next year and possibly use NFER bi-annually.
- Additionally, each January, children in Year 2 and Year 6 will complete a practice SATs week. During this period, children will complete the assessments from the year before. From this, teachers should complete a gaps analysis to inform their planning as well as their intervention and revision sessions. Results from these assessments will be analysed by the Literacy Co-ordinators and SLT as necessary.

## **Writing**

- Years 1-6 to complete termly assessments using the Literacy Company Assessment of Writing grids. Each term to be hi-lighted in a different colour and a key at the bottom.
- To ensure they are able to do this, teachers must ensure that they have at least 3 extended pieces of writing that can be used for this purpose (following the Writing Policy) each term. Where genres to be covered do not allow the full fiction/non-fiction coverage staff to plan other opportunities either cross-curricular or one-off response pieces- check writing policy.
- To be secure at the age-related expectation all criteria on the grid must be hi-lighted.
- Bi-annually (February & July) staff record their assessment on whole school mapping and attainment grids. Children who are not working in their chronological year group must be marked in red in the year group at which they are working. These are to be sent to the Literacy Co-ordinators.
- Literacy Co-ordinators then to complete analysis grid identifying children who are working at age-related expectations/not working at age-related expectations and whether they have made progress or not.
- These analyses will then be shared with the class teacher(s) in a pupil progress meeting where teachers will be expected to bring their assessment grids along with a gaps analysis and action plan. The gaps analysis and action plan should then sent, prior to the next assessment, high-lighted and annotated. The gaps analysis grid and action plan must be used to inform unit planning.
- Whole School Moderation at the end of each year, using the Literacy Company.

## **Maths**

- Teachers should begin each unit by carrying out the diagnostic assessment from the Rising Stars Progression tests. From this, teachers will then complete a gaps analysis, to support their unit planning, based on the results of their diagnostic assessment and looking forward to the mid-topic test. Staff may choose to record these results in the spreadsheet that forms part of the package.
- It is then optional to complete the mid-topic and end of topic assessments from the Rising Stars Progression tests. These results can be used to support future unit planning and can be recorded in the spread sheet that forms part of the package.
- On a weekly basis, timetabled by class teachers, children complete an arithmetic test. Content is set by the class teacher, based on aspects taught during the year, identified from the previous Maths no Problem! arithmetic test. Results are recorded by the class teacher and should be available to the Maths Co-ordinator on request.
- Before February half term, children from Year 1-Year 6 complete the Maths No Problem! mid-year assessments. These are based on the concepts taught in the 'A' textbook.
- Staff to record assessment on whole school mapping and attainment grids. Children who are not working in their chronological year group must be marked in red in the year group at which they are working in. These are to be sent to the Maths Co-ordinator by February Half-Term.
- Maths Co-ordinators then to complete analysis grid identifying children who are working at age-related expectations/not working at age-related expectations and whether they have made progress or not.
- These analyses will then be shared with the class teacher(s) in a pupil progress meeting where teachers will be expected to bring their assessment grids along with a gaps analysis and action plan. The gaps analysis and action plan should then sent prior to the next assessment, high-lighted and annotated. The gaps analysis grid and action plan must be used to inform unit planning.
- During the first week of July, children from Year 1-Year 5 complete the Maths No Problem! end of year assessments. These are based on the concepts taught in the 'B' textbook. Year 2 children take these tests, as well as their SATs, to aid handover to Year 3 teachers. Year 6 children do not take these tests. Their end of year performance is assessed based on the SATs tests they complete in May.
- Staff to record assessment on whole school mapping and attainment grids. Children who are not working in their chronological year group must be marked in red in the year group in which are working. These are sent to the Maths Co-ordinator at least two weeks prior to the end of the school year.
- Maths Co-ordinators then to complete analysis grid identifying children who are working at age-related expectations/not working at age-related expectations and whether they have made progress or not.
- These analyses will then be shared with the class teacher(s) in a pupil progress meeting where teachers will be expected to bring their assessment grids along with a gaps analysis and action plan. The gaps analysis and action plan should then sent prior to the next assessment, high-lighted and annotated. The gaps analysis grid and action plan must be used to inform unit planning.
- Additionally, each January, children in Year 2 and Year 6 will complete a practice SATs week. During this period, children will complete the assessments from the year before. From this, teachers should complete a gaps analysis to inform their planning as well as their intervention and revision sessions. Results from these assessments will be analysed by the Maths Co-ordinator and SLT as necessary.

## **Science**

- Teachers should begin each unit by carrying out a diagnostic assessment (for example KWL grid, concept mapping or similar). From this, teachers can identify levels of prior knowledge, understanding and misconceptions, which will inform their planning.
- Children are encouraged to self-assess in each lesson, using the success criteria, presented as a question ("Can I...") on the sticker.
- At regular intervals, at teachers' discretion, children are encouraged to review their progress using the "I can" statements. These have been produced for each year group to include elements of both working scientifically and scientific knowledge, in line with the units covered in each year. In KS1 and, where necessary, Lower KS2, teachers will support this process.


- Teachers have been provided with materials from the Lancashire Grid for Learning to support science planning, teaching and assessment. During each unit, teachers will record on the planning and tracking document for that particular unit of learning, teacher assessments for the children who are below, at or above year group expectations.
- Science Co-ordinators then complete analysis grid identifying whether or not children are working at age-related expectations and whether or not they have made progress.
- In KS2, teachers will design a summative assessment activity (for example a quiz, a written test, a challenge that shows application of knowledge) – Science Co-ordinators will support with this where necessary.
- In KS1, teachers will assess children's attainment based on observations throughout the unit of learning.


**Monitoring**

- Through the monitoring of data, looking at the gaps analysis, discussion at pupil progress meetings, lesson observations and book scrutinies.

This Policy was drawn up in consultation with Staff and Governors in Summer 2016. It should be read in conjunction with the Reading, Phonics, Spelling, Handwriting, Maths, Calculation, EYFS, Science Policies.

Headteacher 

Governor (Huxley) 

Governor (Utkinton) 

Date 4/9/16.

Review Date: Summer 2017.