



St Luke's C.E. Primary School

Assessment Policy

Langport Avenue

Longsight

Manchester

M12 4NG

Aims and Principles of Assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High quality, in depth teaching, is supported and informed by high quality formative assessment
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- We achieve our assessment without adding unnecessarily to teacher workload.
- Assessment is inclusive of all abilities.

Types of Assessment

Formative assessment

Formative Assessment is an integral part of teaching and learning. It helps children to understand their own strengths and their next steps in learning. It allows teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It supports teachers to provide appropriate support or extension as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Examples of formative assessment at St. Luke's include targeted questioning, effective marking (see Marking Policy), peer and self – assessment, mini plenaries, the flexible delivery of lessons to accommodate adaptations according to how children are responding to teaching points / content of lesson, peer marking and observational assessments.

Summative Assessment

In-school summative assessments will be used to monitor and support children's performance at key points within each academic year. They will provide staff and children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of a unit or period and the impact of their own teaching. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, 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 including

- Termly assessment relating to the National Curriculum age related expectations reported for Reading, Writing, Maths and Science via the percentage calculation of Headline KIPs achieved at the end of each term for KS1 and KS2, and percentage of children on track, borderline or not on track for GLD in EYFS

- KS2 NFER Tests in Reading, SPAG and Maths each term – to be extended to KS1 Sept 18
- CATs twice a year (October and May) for Y2-Y6
- Pupil Progress Meetings 3 times a year
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.
- Whole school Summer Analysis at the end of the academic year

National standardised summative assessment

A range of 'Nationally standardised summative assessments' will be used:

- End of EYFS
- A phonics test in Year 1
- National Curriculum tests at the end of Key Stage 1
- National Curriculum teacher assessments at the end of Key Stage 2

St. Luke's Assessment Criteria

Our system for assessing attainment and progress in KS1 and KS2 has been established for 4 years. Within those 4 years we have adapted and evolved the system so it meets our assessment needs. We have selected key indicators of performance from the curriculum to assess against and provide us with in-house attainment and progress data. Children are now assessed as WTS (working towards year group standard), EXS (at expected year group standard) or GDS (at greater depth standard) in each year group. Their progress is tracked throughout the year, based on how well they are performing against the KIPs Teacher Assessments (KIP = key indicators of performance). To support the KIP assessments, we use the NFER Test Suites for KS2 children 3 times a year and from academic year 2018/19, the NFER test will also have an annual test for Y1 and Y2 also.

Children in EYFS are assessed against the Areas of Learning and Development and tracked throughout the year. On entry to Nursery or Reception, the staff use their professional judgement to assess the age band children are working within across these areas. SEN children are assessed using the P Scale and EAL learners are assessed using the EAL Steps from 'A Language in Common'.

Roles and Responsibilities

Governing Body – monitor school-wide data

Headteacher – through monitoring of PM targets and assessment data will hold staff to account for children's attainment and progress

Assistant Head – use information from PPMs and tracking data to monitor performance of individuals, groups and cohorts

KS lead – analyse data for their key stage and discuss with staff in Phase meetings

Teachers – use assessment outcomes to inform planning, share with pupils and set individual targets

Parents/Carers – Support their children to reach their potential with learning at home via regular reading, homework completion, topic work completion and dialogue with their children's teachers as necessary.

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