

Assessment Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

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Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this in St Luke's, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

I. The Purpose of Assessment

We believe assessment is an important tool for helping pupils make progress in learning. In our school, assessment is used:

- To identify pupils' progress and achievement.
- As a tool for enhancing personalised learning.
- To get pupils involved with their own learning.
- To help us monitor our long term plans, plan what we have to do next to help pupils' make progress, set clear focused learning objectives, and use and develop a variety of teaching and learning strategies.
- To give information to parents.

II. The Language of Assessment

Ipsative (measured against self)

Our aim is for all children to make good progress. Children arrive in our Foundation Stage and school with varying abilities and skills. Our ipsative approach to assessment aims to produce high achieving children. If children are high achievers, high attainment will follow.

Formative (diagnostic)

Careful planning, the sharing of Learning Objectives, pupil self- evaluation, feedback and target setting all play an important part in this type of assessment. Formative assessment will include the celebration of achievement beyond the National Curriculum.

Summative (judgement)

In the long term both of these dimensions feed into summative assessments. Parents receive reports/report cards, twice annually, where teachers identify strengths and areas for development. They also relate children's performance to national curriculum level descriptions.

III. Managing Assessment

It needs stating that effective assessment is one of teaching's greatest challenges. Effective assessment requires excellent classroom management skills and efficient workload management organisation.

Every day assessment as an integral part of teaching and learning;

a. For the child.

The guiding principle for all feedback should be **praise and challenge**.

Verbal Feedback. This type of assessment takes place all the time as the teacher works with the children. Observations are unlikely to be recorded as the teacher will act on what is seen in the class as and when necessary, for example when a child uses a ruler incorrectly for measuring. This is the most powerful assessment method because it can have an immediate effect on outcomes. Comments will be motivational because they are specific, positive, constructive and immediate. Learning should then move forward which is the evidence required to ascertain that the verbal feedback has been effective.

Written Feedback-

The function of marking is to give the child effective feedback about their work: how far did they achieve the purpose of the task and how can they move closer towards the desired goal.

Marking will only be effective if:

- The learning objective is clear.
- The work is marked against the learning objective.
- The child can understand the marking.
- The child has time to read the marking and where appropriate opportunities are given for children to reflect on and respond to marking.

IV. Summative Assessment

Foundation Stage

During the first 6 weeks in the Foundation Stage, baseline assessments will be completed as per the statutory assessment process. Parents will receive an end of year report showing the progress they have made towards the 'Early Learning Goals' at emerging or expected.

Formal Assessment tasks

In core subjects teachers will identify key learning objectives each term and assess children's attainment. Assessment is ongoing with teachers, selecting appropriate statements and steps at different points on Target Tracker for Maths, Speaking and Listening, Writing and Reading. Target Tracker is used to record levels of attainment in the core subjects. Data from Target Tracker is monitored by the Senior Leadership Team (SLT) and the Head teacher.

Statutory assessment tests are used for 6 and the optional SATs in year 2, in addition to the Phonics Screening Check and Multiplication Times Table Check.

Foundation Subjects

When assessing foundation subjects, staff should ensure that they use a variety of strategies to evidence the children's progress in terms of knowledge and skills. Teachers identify whether or not children are meeting expectations by judging them as Below, Within or Secure in their age band at assessment points throughout the year. These judgements are informed by end of unit assessment notes made for each foundation subject taught.

GPS and reading

We use Accelerated Reader, Star Test, half termly to assess reading and comprehension. As well as this, children complete comprehension papers throughout the school year. These are predominately provided by Cornerstones, but Year 6 specifically also use past SAT papers.

Cornerstones reading assessments and Spelling, punctuation and grammar tests are used to inform teacher assessments throughout the school year.

In year 1 and 2, past phonics screening assessments take place throughout the academic year, as well as 6 weekly assessments for those children in EYFS and KS1 accessing the Read, Write, Inc phonics programme.

Writing

Children's written work is formally assessed weekly during Write To The Top. Teachers are consistently using written work to identify on Target Tracker which statements or Teacher Framework objectives children are achieving. Written work in all subjects informs Teachers' judgements on Target Tracker.

Maths

Children will be assessed throughout the year using a range of assessment formats. Year 6 will be focusing on using past SAT papers, whilst the rest of the school use papers provided by Cornerstones. Children follow the Maths- No Problem scheme, and they complete end of unit assessment tasks approximately 10 days after the completion of each unit.

Intervention Strategies

The provision mapping process identifies children who require additional support in certain areas of the curriculum: spelling, reading, writing, social, gross and fine motor skills.

These children are assessed at the beginning of their support and regularly assessed throughout using a range of strategies. Direct skills/intervention groups are regularly reviewed to assess whether the intended impact has occurred.

Assessment data is filed centrally (on Target Tracker), so that staff can access it and can plan accordingly. This data is also used by staff to report to parents.

Learning Standards Meetings

Throughout the academic year staff are invited by the Deputy Head to discuss children identified from baseline data who have fallen behind their data starting point.

The focus for these meetings will be determined by the cohort and will therefore change annually.

V. Success Criteria

Staff should always share a specific learning objective with the children at the beginning of the lesson. Together and at an age appropriate level, success criteria should then be developed. These will represent what a child has to do to meet their learning objective. If children know how they can succeed they are more likely to make progress. The most effective success criterion is that which is identified by the children. Children should be given sufficient time to reflect on their learning and decide whether they have been 'successful' by achieving the criteria set at the beginning of the lesson.

V1. School Effectiveness

Assessment practice will be monitored by subject leaders, the assessment leader and the SLT every term.