



ASSESSMENT POLICY

Date Ratified by Board of Governors: 11/9/23

Date of Review: 11/9/24

POLICY STATEMENT

At St John's PS we recognise the importance of the role played by assessment to highlight each child's learning journey through our school. We feel that using assessment continuously provides for an excellent tracking mechanism which allows us to identify each child's progress or where we need to provide the right intervention methods to help and support children – this includes intervention to provide more challenging activities for those in the gifted and talented bracket. Assessment also shows where high quality teaching is taking place and gives teachers the opportunity to evaluate their own practice. Assessment provides a good home – school link as parents are kept informed of their child's progress during parent teacher meetings and in end of year reports.

WHAT IS ASSESSMENT?

Assessment is a general term that refers to the ways in which pupils or groups of individuals are appraised. It may involve a broad assessment including many sources of evidence and aspects of pupil knowledge, understanding, skills and attitudes on a particular occasion or test. An assessment may be formal (standardised or statutory) or informal for producing information about pupils e.g. a class test, quiz or a practical activity.

WHY DO WE ASSESS?

Diagnostic

So that we can recognise the strengths and weaknesses of pupils and take appropriate steps.

Formative

To identify pupils achievement and plan the next steps.

Summative

So that overall achievements of pupils may be recorded in a systematic way and at a particular time e.g. end of year reporting to parents, records of achievement or pupil profiles.

Evaluative

So that the information gained about pupil achievement informs curriculum development, planning resource decisions and target setting.

HOW DO WE ASSESS?

The achievement of pupils is monitored through:

- Systematic teacher observation.
- Teacher interaction with groups or individuals.
- Written work – class work, test or IT.
- Pupil self-assessment.
- Pupil score tracking – GL assessments

STATUTORY REQUIREMENTS

Pupils are assessed in Year 4 and Year 7 to provide an end of Key Stage level for numeracy, literacy and ICT.

NON-STATUTORY REQUIREMENTS

Standardised Tests

Class teachers administer standardised tests at the beginning of the year as a baseline and in May to show 'value added' to children's learning. They are analysed to:

- Identify strengths and areas of weakness.
- Identify areas of class learning that need improvement.
- Identify children who may have learning difficulties.
- Select ability groups.
- Identify children who may be underachieving.
- Identify children in the gifted and talented bracket.
- Inform planning.
- Set class, group or individual targets.
- Track children's performance across year groups.

Year Group	Numeracy	Literacy	CATS	PASS (Bi-Annually)
P1				
P2				
P3	PTM 7	PTE 7		PASS 1
P4	PTM 8	PTE 8	CAT 4A	PASS 2
P5	PTM 9	PTE 9		PASS 2
P6	PTM10	PTE 10	CAT 4B	PASS 2
P7	PTM 11	PTE 11		PASS 2

Results are kept on Assessment Manager on Sims.net, and in a folder in Central Resources.

PUPIL TRACKING

Literacy, Numeracy and ICT assessments are continuous throughout the year with teacher's tracking each individual's progress. Standardised assessments are used to show value added from P3-P7 (A test completed in Term 1 and B test in Term 3)

UNDERACHIEVING CHILDREN

Children who have been identified as underachieving, in either PTM or PTE, will be provided with an individual plan. Underachieving is when there is a discrepancy of more than 10 between PTM/PTE and CATs Quantitative/Verbal assessments. Children may be placed in a Target Group if it is felt their scores are Lower than Expected.

PUPIL SAMPLES OF WORK

Three samples of writing for literacy are collected and levelled for each child, during the year. A sample of number, non-number and core competences are used as numeracy evidence. Assessment tasks will be completed in IT termly.

MARKING

See schools marking policy.

END OF TERM EVALUATIONS

Teachers evaluate activities used and learning taking place at the end of each set of planners. These evaluations are used to inform future planning.

ADDITIONAL ASSESSMENT MATERIALS

- Mathematics tasks are used during each topic to show learning taking place in class.
- Dyslexia screener: This comes as part of the schools' digital test package. This is not a diagnostic test but can highlight children who may need further investigation.

ASSESSMENT FOR LEARNING

Teachers at St John's PS recognise that an important attribute for all learners is the ability to recognise their own achievements. Without this, learning is always dependent on someone else's view. Pupils are encouraged to become independent learners who are able to judge their own learning needs and set targets for themselves.

Opportunities for ***self-assessment*** in the classroom arise in a number of ways.

1. Where appropriate, pupil marking own work as it is completed, with the pupil adding their own evaluative comments.
2. End of topic reflective reviews.
3. Peer assessment.
4. Reflection on success criteria.
5. Self-evaluation prompts on display or in workbooks.
6. Traffic light system for younger children and for Key Stage 1 and Key Stage 2 children on maths work.

Self-Assessment is facilitated when teachers ensure that –

1. Lesson objectives and success criteria are made clear to pupils.
2. Learning intentions are shared with pupils.
3. Pupils are encouraged to talk about their work.

Conferencing

This is where a one-to-one time with the teacher to discuss the child's work in either maths or literacy.