



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

Assessment & Tracking Policy

Date Approved	February 2019
Date for Review* <i>(*subject to any relevant changes in legislation or other appropriate guidelines)</i>	February 2022
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Delegated Responsibility	Strategic Planning Committee

Approved by:	
	R Evans
	Chair of Committee
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Mission Statement

Psalm 147:4 God counts the stars and calls them all by name

The aim of our Church school is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian Faith.

This policy is grounded within our school mission statement, and underpins our commitment to providing a safe, inclusive environment for all stakeholders which reflects our Christian values.

- At St Michael's we use the Rising Stars Key Progression Frameworks for Years 1-6. We understand that each group has a number of Key Performance Indicators (KPI's) which children need to master and be embedded before moving on.
- We use the White Rose Maths Scheme of Work.
- We use O track to track summative data on a termly basis (Phonics data is recorded each half term).
- At St Michaels we use a 6 point system to track attainment and progress for KS1 & KS2:

Key – E = Emerging, S = Secure, A = Achieved

E

E+

S

S+

A

A+

Age Related Expectations

By the end of the Autumn term ARE will be **Emerging (E)** (this is where we would expect the majority of children to be)

By the end of the Spring term ARA will be **Secure (S)**(this is where we would expect the majority of children to be)

By the end of the Summer term ARA will be **Achieved (A)** (this is where we would expect the majority of children to be)

Achieved means that the child has mastered all the KPI's for their particular year group. Achieved plus means that the child has gone deeper and is able to use the KPI's in a range of contexts.

We assess the children in a variety of ways. These ways can be split into two main areas – Summative assessment and Formative assessment.

Formative Assessment

Formative assessment monitors children's learning to provide on-going (daily) feedback which helps the teacher alter their teaching and helps children identify their strengths and weaknesses and allows the teacher to address problems promptly.

Examples of how formative assessment is used at St. Michaels (this is not an exhaustive list)

- Daily marking/feedback in books including response to marking.
- Children RAG rating at the end of each English/Maths lesson to express how confident they feel about what they have learnt.
- Targeted questioning- using a range of questioning
- Teaching assistant feedback to teacher
- Thumbs up/down
- Monitoring each group during each lesson to address both misunderstandings and to move children on further.
- Reading diaries/home school diaries at Foundation/KS1

Summative Assessment

Summative assessment evaluates what the child has learnt/retained at the end of a unit of work. Summative assessment gives information regarding longer term targets and implications for the next time the topic is taught.

Examples of how Summative assessment is used at St. Michaels (this is not an exhaustive list)

- Weekly spelling tests/speed spell.
- PIRA, PUMA, GAPS tests at the end of each term.
- Rising Stars Reading tests – at the end of each half term.
- Assessment week –first week back in January – tests in Reading, SPAG, Maths, Writing and Spelling.
- Final edited pieces of writing.
- Annual end of year reports to parents.
- Parents evenings –termly.
- Key Stage 2 termly letters home from the children.
- Impact of intervention groups.

- Termly data for each children.
- Target setting at the start of each term.

Calendar of assessments

Whole year	Weekly spelling tests, timetable tests, CLIC and Big Maths Beat That tests. Mini White Rose end of topic assessments
September	Foundation Stage Baseline Years 1-6 Spelling Ages Years 3-6 Rising Stars Reading Assessment Autumn 1
October/Nov	Years F-2 Phonics Assessment (end of each half term) and record on O track Year 1/2 Rising Stars Reading Autumn 1 Years 3-6 Rising Stars Reading Autumn 2
December	Assess against class termly targets Put onto O-track end of term summative teacher assessment for Reading, Writing, SPAG, Maths, Science and RE. Year 5/6 PIRA/PUMA/GAPS assessment
January	Whole School Assessment week Years 1-6 Spelling Ages Foundation - Writing Assessment Year 1 /Year 2 - PUMA/PIRA and GAPS assessment. Year 3/4/5 PUMA/PIRA and GAPS assessment Year 6 Previous years SAT's papers in Reading, GPS and Maths.
Feb/March	Year 1 - Previous years Phonics screening Year 2 - Previous years SAT's if needed Feb half term Year 3-6 Rising Stars Reading Spring 1
End of Spring term	Assess against class termly targets Put on to O-track end of term summative teacher assessment for Reading, Writing, SPAG, Maths, Science and RE. Years 3-6 Rising Stars Reading Spring 2
May	Year 2 SATs Year 6 SATs Year 1,3,4,5 PIRA/PUMA/GAPS
June/July	Foundation Stage Profile assessments Year 1 Phonics screening Start of July Years 1,3,4 and 5 Rising Stars Reading Summer 1 (TBC)

End of Summer term	Assess against class termly targets Put onto O-track end of term summative teacher assessment for all subjects both core and foundation.
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Age Related Expectations

Target: By the end of the Summer Term we expect all children to have mastered/achieved all the key performance indicators for Reading, Writing and Maths for their age group.

	Autumn 1 st half	End of Autumn Term	Spring 1 st half	End of Spring Term	Summer 1 st half	End of Summer Term
Year 1		E1	E1+	S1	S1+	A1
Year 2	A1+/E2	E2	E2+	S2	S2+	A2
Year 3	A2+/E3	E3	E3+	S3	S3+	A3
Year 4	A3+/E4	E4	E4+	S4	S4+	A4
Year 5	A4+/E5	E5	E5+	S5	S5+	A5
Year 6	A5+/E6	E6	E6+	S6	S6+	A6

Key

E= Emerging

S= Secure in their knowledge

A= Achieving Mastery expectations

A+ = Mastery at a greater depth

Appendix 1

Recording end of year Teacher Assessment Foundation Subjects

This is an overall judgement for the year – best fit

A+ Those children who are showing greater depth

A for those children who working at age related expectations

S for those children who are working just below age related expectations

E for children who have struggled throughout the year – way below age related expectations

See additional document – ***Assessment & Tracking Policy Feb 19: Age Related Standards***