



Corrie Primary and Nursery School

Assessment Policy

Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation, we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

Principles and Aims

At Corrie Primary School we endeavour to support all pupils in making better than expected progress and raise confidence and self-esteem. We see assessment as central to this.

At Corrie Primary School we believe there are two types of assessment; 'assessment of learning', and 'assessment for learning'. We recognise that both forms of assessment are important and invaluable.

The principles and aims of assessment of learning in our school are to use assessment to inform us about children's attainment, to enable our children to demonstrate what they know, understand and can do in their work,

- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.
- to ensure we are on track to reach pupil attainment targets and school targets;
- to meet legal requirements -

The principles and aims of assessment for learning in our school are to use teaching, learning and assessment strategies which,

- enable our children to take increasing involvement and responsibility of their own learning,
- to help children identify what their next steps are and what they need to do to make progress.

Teacher Assessment

Ongoing teacher assessments are central to pupils making good progress. All pupils have an Assertive Mentoring file which shows attainment towards standards in reading, writing and maths. Mentor meetings are completed on a termly basis (unless there are issues which have been raised in the half term). Teachers use questioning to effectively question and deepen understanding of pupils in their classroom. The assessments are used to inform planning of the next steps in order to 'close the gap'. Teachers use Learning Objectives, Success Criteria, different approaches to differentiation, effective marking and peer and self-assessment to inform children of their next steps. Marking is in line with the Marking Policy and will identify successes and areas for improvements. Summative Assessments are completed on a regular basis (see appendix).

Statutory Assessments

Year Group	Statutory Assessment
Reception	Baseline (DFE) in September End of Reception using the assessment strands in the Early Years Foundation Stage profile (June)
Year One	Phonics testing (June)
Year Two	End of Key Stage One Assessments (May/June)
Year Four	Times tables Tests (June)
Year Six	End of Key Stage Two Assessments (May)

Special Educational Needs

The responsibility for identifying, assessing and monitoring children with special educational needs is the responsibility of the class teacher in conjunction with the Specialist Teaching Assistants. Provision Maps are written to support provision for the special educational needs and to ensure progress is made. Assessments are conducted at an individual pupils' level and where appropriate regardless of age. The SENCo and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Where applicable outside agencies may undertake further assessments e.g. dyslexia screening or specific testing such as CAT 4 testing will be appropriate to support applying for further funding or support. Assessment procedures supports the aims and practices for the SEN policy in helping each child achieve his/her own potential.

Pupils identified on the SEN register are assessed using Target Tracker. For year 2 and year 6 children, SEND children will be assessed using Pre Key Stage Standards for those children working at Pre Key Stage.

English as Additional Language (EAL)

Children with EAL at Corrie will be assessed using NASSEA for formal assessments of the language. After the end of each topic in Racing to English an assessment is given and recorded, providing next steps for the intervention. In addition, Corrie have purchased access to a Translator from our SLA with Stockport's EAL service to assess children within their own language when required.

Assessment in the Early Years

The school follows statutory requirements regarding Baseline assessment which is conducted in the first half term. Evidence of pupils' achievements is collected through observations, photographic evidence and discussions, which are recorded on Target Tracker. These observations of wow moments are shared with parents at parents evening and at the end of the year. Along with any written work, these form the basis of the ongoing teacher assessments and the information is used to track pupils' progress using Development Matters and is recorded on Target Tracker. At the end of the year school submits the children's Profile data to the DfE in accordance with current statutory requirements. This information is reported to the parents.

Early Years data is analysed termly and presented to the Headteacher during pupil progress and governors termly. This information is used to provide staff with the intervention target groups in order to accelerate progress.

Assessment in Key Stage 1 and 2 (English and Mathematics)

Along with ongoing teacher assessment, more formal assessments are carried out termly for reading, writing, SPAG, Spoken Language and Mathematics (see appendix 1). The data is then entered onto a separate tracking system Target Tracker. The gaps identified following the assessments will support teachers and teaching assistants in future teaching and learning. The data from the assessments will provide detailed analysis on the outcomes for any necessary future interventions carried out by teaching assistants.

Children are expected to enter the Year at the age-appropriate level (Beginning) within the three terms, they are expected to be age related.

IDEAL SCENARIO

Autumn: Beginning/Beginning+

Spring: Working within/Working within +

Summer: Secure/Secure+

Not all children may reach Secure at the end of each year. Those children are to be tracked and interventions put in place in order to close the attainment gap. This will be done through pupil progress meetings. If a child reaches Secure before the summer term, the expectations is to widen and broaden the learning experiences in the year and to apply the knowledge learnt.

Assessment in non-core subjects

Although pupils are not formally assessed in other subject areas, we believe it is vital to assess the skills and knowledge acquired throughout a unit of work. Children will complete a pre and post assessment activity (age appropriate) which demonstrates the progress a child has made throughout the topic. Teachers highlight statements on Target Tracker and observations for the subject's objectives covered in the topics taught throughout the term. (History, Geography, IT, music, art and DT)

Assessment of MFL, RE and PE will be completed at the end of a unit taught highlighting which children have not achieved the objectives or have exceeded them. In PE, we will use the PE Passport online assessment tool to assess each child's progress in each unit. PSHE will be assessed throughout the Jigsaw

puzzle and a summative assessment sheet completed identifying those children working towards, working at or working beyond the objectives.

Science

Science assessment will be completed at the end of each term using the Headtstart tests on the whole year group curriculum and then tracked on Target tracker.

Monitoring and evaluation

Both teacher assessments and formal assessments are monitored by all core subject leaders to ensure consistency and accuracy termly. Assessment data informs appraisal targets to ensure pupil progress is at the heart of whole school improvement. Termly, subject leaders will share assessment information termly with teachers to inform pupil progress and key areas for improvement. Book scrutinies and other evidence of learning will form part of monitoring for all subject leaders. Throughout the year staff will attend moderation meetings both in school and between schools locally to ensure accuracy. Within school, we moderate between year groups and key stages.

The responsibility of the monitoring and implementation of this policy will lie with the Assessment Coordinator, Headteacher and the governing body.

Pupil progress Meetings

Pupil Progress Meetings will be held termly, each teacher will complete a Pupil Progress Meeting Proforma. This will inform the discussion between the Class Teacher and Headteacher at the Pupil Progress Meeting. Discussions and results will be considered when Allocating Teaching Assistants as well as deciding on intervention programmes and progress towards achieving appraisal objectives.

Reporting to parents

Parents receive a written record of the child's achievement from Assertive Mentoring termly. It details children's academic attainment as well as attitude development. In the core subjects a next step and target is presented too.

Parents will receive an end of year report in line with statutory requirements from DFE.

Reporting to Governors

Each term a report is sent to governors informing them of the attainment and progress of all children within the school, including all groups. Next steps and actions are included to inform the School Development Plan progress.

This policy links to the following policies:

- Marking and Feedback policy
- SEN policy/local offer
- Transition policy
- EYFS policy

Review

This policy has been written and understood by staff, parents and pupils.

Please Note: This policy may be amended at varying points over the next few years in line with amendments to the policy from DfE.

Signed: 

Date discussed with staff: Autumn 2023

Date approved with Governors: Autumn 2023

Date of review: Autumn 2024

Appendix 1 - Assessment expectations for each year group (except SEN children)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths						
Termly assessments from Power Maths	✓ When ready and appropriate	✓	✓	✓	✓	✓
End of unit Power Maths checks	✓	✓	✓	✓	✓	✓
Times Tables	✓ When ready and appropriate	✓	✓	✓	Should know their tables by end of year 4 therefore a regular check is needed, unless children do not know their tables	
Practice SATs papers		✓				✓
Reading						
PIRA assessment booklets – termly	✓	✓	✓	✓	✓	✓
Guided reading sheets – using the content domains	✓	✓	✓	✓	✓	✓
Benchmarking (only for SEND and Interventions termly)	✓	✓	✓	✓	✓	✓
Practice SATs papers		✓				✓
Fluency checks	✓ When ready and appropriate	✓	✓	✓	✓	✓
SPAG						
Keywords assessments (ongoing)	✓	✓	Children who do not know their keywords from KS1			
Phonics Testing (termly)	✓	✓	Children who have failed phonics testing			
Use Target Tracker statements to assess grammar	✓	✓	✓	✓	✓	✓
100 key words twice per year	✓	✓	✓	✓	✓	✓
Spellings using no nonsense spelling tests	✓ □	✓ □	✓ □	✓ □	✓ □	✓ □

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing						
Target Tracker statements termly	✓ □	✓ □	✓ □	✓ □	✓ □	✓ □
Writing Frameworks Working towards KS1	✓ □					
Writing Frameworks Working towards/Working at and greater depth KS1	✓ □	✓ □				
Writing Frameworks Working towards KS2			✓ □	✓ □	✓ □	
Writing Frameworks Working towards/Working at and greater depth KS2						✓ □
Use of Success Criteria and writing frameworks to scaffold writing and expectations.	✓ □	✓ □	✓ □	✓ □	✓ □	✓ □