

Summative Assessment

Strategy	Purpose
<p>National Non-Statutory Tests: Commercially produced (Standardised) tests – GL assessments. These are administered in the Autumn term as a baseline and then again in the Summer term. Reading assessments – NTS – Years 1 – 6. White Rose Hub assessments. Externally produced tests, purchased by school. RWI for EYFS, KS1 and EAL in KS2.</p>	<p>To provide an opportunity for the school to keep track of pupil's progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage. We currently use NTS (Hodder) tests for reading each term for Years 1 to 6. Analysis to inform practice, planning, resourcing and staffing needs.</p>
<p>Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment stands (standards) in the guidance for Development Matters.</p>	<p>To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop and support teachers in providing appropriate learning experiences for individual pupils. These assessments are made based on all round teacher assessment and observation in the first few weeks of the academic year.</p>
<p>Half termly Teacher Assessments: Teacher assessments using school assessment criteria for all subjects on a termly basis. Year Group Expectations from the National Curriculum are used to inform teacher assessments. The data is on iSAMs.</p>	<p>These are used to monitor progress and attainment at the end of each half term for all subjects. Teachers assess whether children have <i>met the expected standard</i> for their year group, <i>met the standard at greater depth</i> or are <i>working towards the expected standard</i>. Half Termly Pupil Progress Meetings are led by the Principal to challenge and improve attainment and progress of classes, groups and individuals.</p>

<p>End of year Teacher Assessments: Teacher assessments using school assessment criteria for all subjects on a termly basis.</p> <p>Year Group Expectations from the National Curriculum are used to inform teacher assessments.</p> <p>GL assessments in English and Maths – Years 2-6 standardised.</p>	<p>To provide information to parents and to the next year's teaching team.</p> <p>To track progress across an academic year and from end of key stage to end of key stage.</p>
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Formative assessment/ Assessment for Learning

Strategy	Purpose
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p>Sharing learning objectives and success criteria with pupils: Pupils know and understand the learning objective and success criteria for every task.</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comments on their learning; keeps teachers clear about learning objectives.</p>
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against and beyond the learning objective and reflect on the successes or otherwise, of the learning process.</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information- the pupil's perspective.</p>

<p>Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing teacher/pupil dialogue; can be oral or written. Live marking and reflection clears up any misunderstandings.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement. Feedback and Marking will be in line with the Feedback for Learning Policy.</p>
<p>Target setting: Targets set for individuals, over time in English and Mathematics. Multiplication grids.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p>Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem, thus enabling pupils to achieve academic success more readily. This is through strategies such as assembly certificates and house points which lead to earning team and class rewards.</p>

Primary Assessment and Reporting Calendar

	EYFS	Years 1 & 2	Years 3 - 6
Autumn	Teacher Judgement using Development Matters. RWI Phonics assessment	Teacher Judgement using Programmes of Study E-AsTTle writing task White Rose Maths RWI Phonics assessment	GL English, Maths and Science. E-AsTTle writing task White Rose Maths RWI Phonics assessment (EAL)
	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.	GL parent reports. Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.
Spring	Teacher Judgement using Development Matters. RWI Phonics assessment	Teacher Judgement using Programmes of Study White Rose Maths RWI Phonics assessment	Teacher Judgement using Programmes of Study White Rose Maths RWI Phonics assessment
	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. EoT Reports.
Summer	Teacher Judgement using Development Matters. ELGs Assessment RWI Phonics assessment	Teacher Judgement using Programmes of Study E-AsTTle writing task White Rose Maths RWI Phonics assessment Y2: GL for English, Maths & Science	GL English, Maths and Science. E-AsTTle writing task White Rose Maths RWI Phonics assessment (EAL)
	Pupils set targets. PPMs. Parent Teacher Consultations. EoY Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. Y2 GL parent reports. EoY Reports.	Pupils set targets. PPMs. Parent Teacher Consultations. GL parent reports. EoY Reports.