

## **How we assess children's learning at Travis St Lawrence CE Primary School.**

### **Aims of our assessment process:**

- **To be meaningful, manageable and motivating**
- To further children's learning
- To redirect or refocus teacher or learner's actions to achieve a goal
- To celebrate achievement
- To establish continuity and progression across key stages

Our systems in school include the three main forms of assessment:

- In- school formative assessment
- In- school summative assessment
- Nationally standardised summative assessment

### **In-school formative assessment**

This takes many forms and consists of various tasks and approaches. We encourage our teachers and teaching support staff to use strategies including:

- questioning
- peer and self- assessment
- written and verbal feedback
- work scrutiny
- clarification of the learning intention and
- on-going short formal tests e.g. times tables/spellings

These ensure that teaching and assessment procedures reinforce each other and contribute to continued improvement.

We define this as the good quality, day-to day- assessment that takes place as a natural part of the teaching and learning process and helps teachers to establish a clear picture of where their pupils are, what they need to do next to improve and the steps and approaches that will best get them there. All teachers provide written and verbal feedback using the following marking codes;

<b>V / X</b> – Correct / Incorrect	<b>?</b> – Doesn't make sense
<b>TT</b> - Teacher Talk	<b>Sp/P/Gr</b> – Spelling/Punctuation / Grammar error
<b>G</b> – Guided	Age appropriate method for identifying errors / omissions

These, and additional comments or appropriate methods for praising good work, are used in books as and when necessary and all pupils are given age-appropriate opportunities to reflect and act upon this. Systems are flexible enough to include children with specific needs and disabilities.

### **In-school summative assessment**

This provides stakeholders with in-year performance data. Pupils gain an understanding of how well they have learned and how to improve, parents can see the progress and achievement of their child

over time and we can use this data in school to evaluate the effectiveness of the teaching and learning and establish where further work is required.

Data is gathered using evidence from:

- Termly end of unit/topic tests (Mathematics, English and SPaG)
- Outcomes of independent tasks marked against national curriculum statements
- Reviews of pupils with SEN and disabilities
- Teacher assessments following book/ work scrutiny
- Outcomes following regular updating of class-track systems

Summative assessment outcomes are recorded at least once each term (and more often if deemed appropriate) using the following codes:

<b>B</b> Working below the expected level for their year group(significant adaptation / support required)	<b>E</b> Entering the expected level for their year group.
<b>D</b> Developing understanding within their year group.	<b>D+</b> Almost secure, with a few gaps which need to be filled.
<b>S</b> Securely working across the curriculum in that subject for their year group.	<b>X</b> Demonstrating mastery of the curriculum through application and explanation.

Half-termly assessment data will be recorded for 'Core Subjects' - Mathematics, Writing, Reading and SPaG.

Parents will be formally informed of their children's progress twice a year during parent/teacher interviews and once within a written report.

### **Nationally Standardised Summative Assessment**

This provides us with information about how pupils are performing in comparison to pupils nationally. It also provides us and parents with information on how the school is performing in comparison to schools nationally.

**EYFS:** As pupils enter FS2 they undertake a number of short baseline assessments as a starting point for demonstrating progress.

**KS1:** All pupils sit externally set KS1 SATs papers in reading, SPaG and mathematics. These standardised scores are combined with teacher assessments for all of the above areas **and** writing in order to build up a picture of each child's learning and achievements. In addition, children will receive an overall result saying whether they have achieved the required standard in the tests.

**KS2:** Pupils sit externally set and marked SATs papers in reading, SPaG and mathematics. Results are used to measure the schools performance. They are also used, in conjunction with teacher assessment in writing, to provide us with information about their progress and attainment.

### **Moderation**

To ensure consistency of assessment across school, regular moderation meetings are conducted within key stages. In addition, cross-school moderation takes place termly with colleagues from other settings.

This process involves teachers sharing their expectations and understandings of standards with each other in order to improve the consistency of their decisions about pupils learning and achievement.