

**St. Michael's CE Primary School  
Sydenham**



**2016 2017**

**Assessment Statement**

*“Enabling every child to flourish in their potential as a child of God”*

## Assessments

At St Michael's the children are regularly assessed against the national curriculum expectations and Target Tracker software is used to collate and process the data. Teachers make a judgement whether the children are beginning to (B/B+), working within (W/W+) or secure (S/S+) with achieving age related expectations. Every effort is put in for all children to secure the age related expectations and where they fall behind, interventions are in place to help them catch up. For those more able children who are secure with their learning, opportunities will be given to help them work in greater depth.

The school is using Rising Stars Assessments as a resource to assess children in Reading, Grammar and Maths. The children's results for the tests get entered onto the Rising Stars spreadsheet and based on their tests results as well as teacher judgements, a teacher judgement is made of where they are on their journey to reach age related expectations. That judgement gets entered onto Target Tracker in October, December, February, April and June

Final pieces of writing gets assessed against the age related writing objectives and entered on Target Tracker October, December, February, April and June.

Each set of data will be analysed and discussed during focus week meetings.

### Science

In Science, the children will complete a diagnostic assessment *prior* to each unit taught. *After each unit* is taught, the children will complete an end of unit test to assess their learning. Following the final assessment, a yellow sticker with colour-coded statements will demonstrate the child's achievement specific to the unit of learning. At the end of the year the teacher will make an overall decision of where how secure the learning is for all the units as a collective judgement, based on their achievements over the year.

In RE it will be the same, but a separate judgement will be made for AT1 and AT2. A record of judgements will be kept on a spreadsheet and discussed during focus meetings.

**Reception** will complete their Baseline Assessment in October and then update Target Tracker at any point of time deemed appropriate, but at a minimum it will be updated at the end of each half term. In May the Foundation Stage profile will be completed and submitted.

### **Other assessments and screenings used at St Michael's**

#### **Phonics screening**

Phonics screening to be completed in Year 1 in the summer term. All children who do not pass the screening must redo the test in the summer term of Year 2

#### **Suffolk Reading Test**

Year 1 to Year 6

Administered October and June

Results give standardized reading age.

Data is used to identify needs and assess impact on interventions.

#### **Parallel Spelling Test (Dennis Young)**

Year 2 – Year 6.

Administered October and June

Results give standardized spelling age.

Data is used to identify needs and assess impact on interventions.

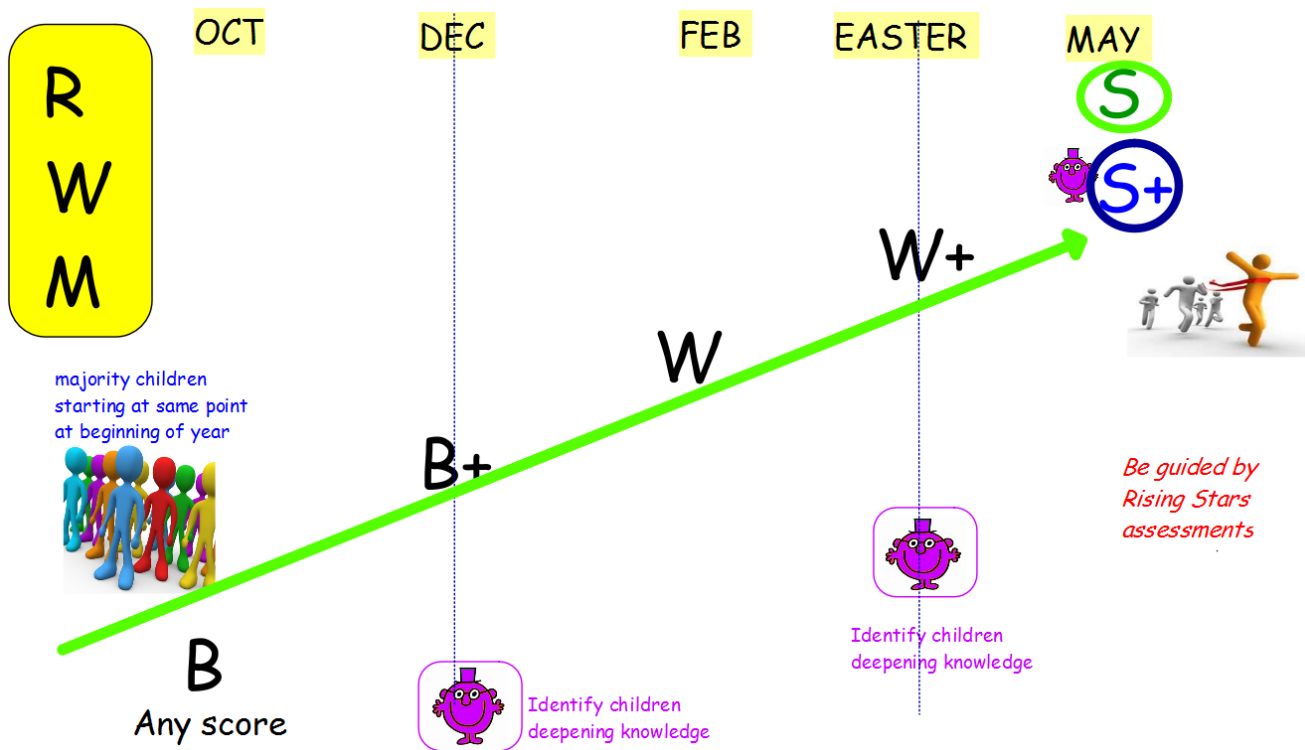
#### **Dyslexia Screening**

A screening test performed by trained professionals or staff who received specialist training, in liaison with the inclusion manager, to assess if children might be dyslexic.

## Reading and Maths

Beginning – B/ B+ Working within – W/ W+; Secure - S / S+ are judgements of achievement must be made and entered using Target Tracker . The Rising Stars threshold indicator must be used to decide if children are performing as they should be for that time of the year.

Throughout the year - only children who are not accessing the curriculum at all and who are being taught and assessed objectives from a different year, will be judged according to their achievement in those objectives, e.g. a Y2 child having work differentiated in class to cover Y1 objectives and being assessed from the Year 1 tests, will be judged accordingly.



Year 1 to Year 6					
	Oct half term	December	Feb half term	April	June
Reading	Reading progress Autumn test 1 Suffolk Reading Test <b>RS &amp; TT</b>	Reading progress Autumn test 2 <b>RS &amp; TT</b>	Reading progress Spring test 1 <b>RS &amp; TT</b>	Reading progress Spring test 2 <b>RS &amp; TT</b>	Reading Optional test (except Year 1 do Reading Progress Summer test 1) Suffolk Reading Test <b>RS &amp; TT</b>
GPS*	GPS progress Autumn test 1 <b>Only RS</b> Currently TT do not have an option to submit GPS data	Y1,3,4,5 GPS progress Autumn test 2 Y2 + Y6 Sample papers <b>Only RS</b>	GPS progress Spring test 1 <b>Only RS</b>	Y1,3,4,5, GPS progress Spring test 2 Y2 + Y6 Sample papers <b>Only RS</b>	GPS Optional tests (except Year 1 do GPS progress Summer test 1) <b>Only RS</b>
Composition	Every half term one piece of writing will be published in their writing journals. The writing will be assessed against the age related expectations and a judgement will be entered on Target Tracker.				

**RS = Rising Stars; TT = Target Tracker**

Maths	<u>Arithmetic Practise Test</u> <u>Termly progress Test Autumn 1</u> <b>RS &amp; TT</b>	<u>Arithmetic Practise Test</u> <u>Half Termly progress Test</u> <u>Autumn 2</u> <b>RS &amp; TT</b>	<u>Arithmetic Practise Test</u> <u>Half Termly progress Test</u> <u>Spring 1</u> <b>RS &amp; TT</b>	<u>Arithmetic Practise Test</u> <u>Half Termly progress Test</u> <u>Spring 2</u> <b>RS &amp; TT</b>	<u>Maths Optional test</u> <i>(except Year 1 do Progress T- 3M for ALL maths units)</i> <b>RS – questions are cross referenced to the standards</b> <b>TT – steps AND statements highlighted</b>
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Tests not assigned to schedule may be used as teaching tools as teachers see fit. For example teachers can use it to teach strategies for how to read and answer test questions, e.g. in plenaries in lessons and small group work etc. Test 4 (H) in Maths may be used for extension purposes/ as seen fit by the teacher.

### Marking and use of AFL

By marking and observing what children know, understand and can do, assessment information is gathered and informs planning and tweaking of lessons. It is our aim to give children feedback to improve and deepen the learning experience and where possible we give immediate feedback and therefore we encourage on-the-spot marking, where children can respond to their mistakes and the adult can support their learning.

The learning focus will always be displayed on the whiteboard as well as on a sticker in their books.

Opportunities for AFL in our marking policy

- Responding to on-the-spot marking by correcting mistakes
- Complete Green Pen Questions (GPQ)
- Complete Green bubbles (correcting mistakes)
- Respond to the marking codes (as outlined in the front of their books)
- Colour coded marking stickers – differentiated in colour according to how secure the learning is
- Edit and improve writing by responding to content and SPAG targets during conferencing, following a piece of extended writing

Collaborative learning and peer assessment is supported by the use of Kagan strategies, such as Rally Coaching.