

A photograph of a child riding a blue bicycle on a paved path. The child is wearing a blue helmet, glasses, and a bright yellow safety vest over a dark long-sleeved shirt. In the background, an adult wearing a grey helmet, glasses, a pink jacket, and a yellow safety vest stands next to a bicycle. The path is lined with green bushes and trees. The scene is brightly lit, suggesting a sunny day.

# Assessment

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.

# Assessment at Stelling Minnis CE Primary School

**Knowing where children are at, where they need to go and how they will get there.**

Assessment at our school is integral to pupils' progress in learning because it informs teachers' planning and their implementation of the curriculum. It is informative, diagnostic, evaluative, accurate and purposeful. It should not cause stress to pupils or staff, be onerous or time wasting. Useful assessment helps us to identify children who may need additional support or those who require a more appropriate level of challenge. Assessment helps us to identify gaps in learning for individuals or groups of children or dips or acceleration in children's usual levels of progress. It enables teachers to inform parents and carers about their children's attainment and progress.

In our school we track both attainment and progress. Progress is a measure of improvement a child has made since the start of the school year or between key stages. Attainment is a snapshot of their current level. Tracking of pupil attainment and progress enables us to ensure that all children can be targeted to achieve their best; it helps us to ensure that pupils with SEND and those who are disadvantaged are given the best opportunities to succeed; it helps us to monitor whole-school performance. In our school we use a system called INSIGHT to allow us to track and monitor each child's progress and attainment across the curriculum. Vulnerable groups such as pupils who are EAL, Pupil Premium, Looked After or Child Protection, are tracked regularly to ensure high achievement for all.

## We use three types of assessment at Stelling Minnis

Formative Assessment	Summative Assessment	Statutory Assessments
<p>This is the on-going daily process whereby the staff at Stelling Minnis accumulate knowledge about pupils' progress and attainment to understand whether a child has grasped a concept or understood the knowledge taught. This may be informed by:</p> <ul style="list-style-type: none"> <li>• <b>children's conversations with each other and with the teacher;</b></li> <li>• <b>class discussions;</b></li> <li>• <b>children's responses to direct questions;</b></li> <li>• <b>pupils' work in its wide variety of forms – e.g. a piece of artwork; a hot-seating activity; a piece of written work; a poetry performance; answers in maths.</b></li> <li>• <b>evidence gathered through marking;</b></li> <li>• <b>pupils' self-assessment;</b></li> <li>• <b>pupils' responses to feedback (either written or verbal).</b></li> </ul> <p>Formative assessment strategies may be used by teachers, teaching assistants, senior leaders including the SENDco, or subject specialist teacher.</p>	<p>Summative assessments can help us to establish whether a child has retained knowledge or skills over time and can help us understand how much a child can do independently. Summative assessments include:</p> <ul style="list-style-type: none"> <li>• <b>Regular phonics assessments in Early Years and Key Stage 1</b></li> <li>• <b>End of block and termly assessments in maths</b></li> <li>• <b>Termly moderation writing</b></li> <li>• <b>Assessments in reading, grammar, punctuation &amp; spelling (spag)</b></li> <li>• <b>End of term reviews in the foundation subjects through quizzes/mind-maps and pupil conferencing</b></li> </ul> <p>Teachers are expected to evaluate the learning at the end of a unit of work or term to assess the impact of their own teaching as well as to measure the outcomes for the child.</p> <p>Summative assessments will help inform if a child is working towards, at or above the expected standard for their age.</p>	<p>The school participates in all statutory assessments including:</p> <ul style="list-style-type: none"> <li>• <b>The Early Years Baseline Assessment</b></li> <li>• <b>The Year 1 Phonics Screening Check</b></li> <li>• <b>The Year 4 Multiplication Tables Check</b></li> <li>• <b>Year 6 Statutory Assessment Tests (SATs)</b></li> </ul> <p>National statutory assessments are used by school leaders, including governors, to: monitor the performance of school and identify where interventions may be needed.</p> <p>The SLT/governing body analyse school performance data and use it to inform their school development priorities. The head teacher presents governors with a full set of data and an analysis of outcomes 3 times a year.</p> <p>Outcomes of national assessments are reported to parents and carers.</p>

## Assessment Timetable

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	White Rose end of block	White Rose end of block White Rose End of Term	White Rose end of block	White Rose end of block White Rose End of Term	White Rose end of block <b>Year 6 SATS</b>	White Rose end of block White Rose End of Term <b>Year 4 Multiplication Check</b>
Phonics/ Early Reading	Little Wandle Assessment	Little Wandle Assessment	Little Wandle Assessment	Little Wandle Assessment	Little Wandle Assessment	Little Wandle Assessment <b>Year 1 Phonics Screen</b>
Reading		Reading Assessment- Complete Comprehension		Reading Assessment- Complete Comprehension	<b>Year 6 SATS</b>	Reading Assessment- Complete Comprehension
Writing	Kent Tracking Piece/ Air moderated	Kent Tracking Piece/ Air moderated	Kent Tracking Piece/ Air moderated	Kent Tracking Piece/ Air moderated	Kent Tracking Piece/ Air moderated <b>Year 6 SATS</b>	Kent Tracking Piece/ Air moderated
SPAG		Rising Stars Assessment		Rising Stars Assessment		Rising Stars Assessment
Science	End of unit quiz	End of unit quiz	End of unit quiz	End of unit quiz	End of unit quiz <b>Year 6 SATS</b>	End of unit quiz
Foundation Subjects *	End of unit quiz/ performance/ pupil conferencing	End of unit quiz/ performance/ pupil conferencing	End of unit quiz/ performance/ pupil conferencing	End of unit quiz/ performance/ pupil conferencing	End of unit quiz/ performance/ pupil conferencing	End of unit quiz/ performance/ pupil conferencing

\* RE, Art, DT, History, Geography, PSHE, Music, PE, Computing

### Reporting to Parents

At Stelling Minnis we report to parents on their child's progress and attainment three times per year. This is in the form of two parents' Evenings and a written report at the end of the school year. Parents will be informed if their child is making expected progress and if they are working towards, at or above the expected standard for their age. They will also be informed of any support in place.

### Assessing children with SEND: Assessment Access Arrangements

Children who have SEND may benefit from assessment access arrangements to help each child reach their full potential. What arrangements may be put in place will depend on the type of assessment and will be agreed with the child, parents, SENDCO and class teacher. For statutory assessments, arrangements may need to be agreed by the Local Authority but may include:

- Rest breaks
- Extra Time
- Prompt Support
- Scribe
- Enlarged print
- Reader
- Small Groups
- Privacy board