Our Use of Assessment at St John & St James C of E Primary School	
Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against expected standards.	

Statutory Summative Assessment

Year 1	**Year 1 Phonics Screening Test** ● Used to assess pupils' phonic skills as part of early reading ● Administered internally. ● Results shared with local authority and parents.
Year 2	**Year 2 SATS Assessments** ● KS1 SATS in Reading, Writing, SPaG and Mathematics ● Internally marked.
Year 4	**Year 4 Multiplication Tables Check** ● Administered internally. ● Results shared with local authority and parents.
Year 6	**Year 6 SATS Assessments** ● KS2 SATS in Reading, SPaG and Mathematics. ● Externally marked.

Summative Assessment and Tracking Pupil Progress

Summative assessment is the systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying what has been learned in terms of both attainment and achievement.	
Early Years	
	● Small, focused and carefully planned activities are used as an opportunity for adults to work with a small groups of children at a time across all curriculum areas. This permits adults to adapt the activity to meet the needs of every child participating and to consistently assess understanding of individual pupils.
	● High-quality questioning and interactions with pupils is used to check understanding and address misconceptions.
	● All adults continually assess what the children are doing and use this to inform the next steps of learning.
	● This formative and summative assessment data is then logged and tracked on the Early Years Insight Tracker and used to set targets and inform next steps.
Year 1 – Year 6	
Writing	● Each child completes a writing and grammar assessment at the end of each term. ● Teachers mark off which of the Year Group skills the child has met on their Writing Assessment Trackers at the front of pupils' books. ● New individual writing targets are set regularly. ● Teachers update the Primary Fundamentals Tracker every term to track skills, which pupils have met.
Maths	● Weekly times tables Beat It to assess progress in times tables acquisition. ● Weekly Check Its to revisit prior learning and assess understanding. ● All classes complete a termly White Rose summative assessment based on what children have been taught that term. ● Year 2 and Year 6 complete a past SATS paper at the end of each term.

	• Teachers update the Primary Fundamentals Tracker every term to track maths skills, which pupils have successfully met and to plan next steps.
Reading	• All classes complete a weekly reading Test It comprehension activity to assess ability to answer comprehension questions independently. • All classes complete a termly NTS Rising Stars summative assessment. • Teachers update the Primary Fundamentals Tracker every term to track skills, which pupils have successfully met and to plan next steps.
Humanities, Science, RE	Children complete an extended writing task at the end of a unit of work to assess their ability to: • Structure their ideas in a clear and cohesive manner. • Answer the key learning question. • Use Tier 3 vocabulary correctly in context. • Teachers complete an on track tracker at the end of the year to track progress of each pupil over time.
Art	• Children have art sketchbooks, which they use to practise art skills and carry out research. • Children produce a final piece. • Children carry out an evaluation of their final piece, reflecting on to what extent their work reflects the work of their key artist and artistic movement and the skills they used. • Teachers complete on track tracker at the end of the year to track progress of pupils over time. • Pupils and teachers fill in cover sheets in the pupils' art sketchbook, evaluating which art skills were met over the course of the unit of work.
Design and Technology	• Classes complete a STEAM floor book, whereby pupils complete reflections and self-assessments on their learning. • Children complete a final piece. • Children complete an evaluation of their final piece, reflecting on to what extent it meets the design criteria. • Teachers complete an on track tracker at the end of the year to track progress of each pupil over time. • Pupils and teachers fill in cover sheets in the pupils' science book, evaluating which design and technology skills were met over the course of the unit of work.
PE and Music	• Teachers film videos of pupils using subject-specific skills in class. • Videos are used to track progress over time. • Videos are shared on Seesaw App, so parents can see pupils' progress over time. • Teachers complete an on track tracker at the end of the year to track progress of each pupil over time.
Computing	• Classes complete a computing floor book, whereby pupils complete reflections and self-assessments on their learning. • Children complete a final piece, which is saved on a centralised system. • Teachers update half-termly unit trackers for each pupil to track progress for each computing unit.
Formative Assessment	

Formative assessment is assessment strategies used by staff in every lesson, to assess knowledge, skills and understanding and to inform next steps in the teaching and learning of every pupil. It allows teaching staff to identify gaps and misconceptions, identify pupils who are struggling and those who have consolidated their learning and are ready to progress.

In Lessons

Strategy	Purpose
● Clear Learning Intentions shared with All Learners	Every lesson has a learning intention, so children are aware of what they are learning.
● Success Criteria shared with all Learners	Success criteria is shared with pupils, so they are aware of the steps they need to take in their learning, in order to meet the learning intention.
● Knowledge Recall Documents	Short, low-stake retrieval activities to revisit prior knowledge and address misconceptions.
● No Hands Up Policy	Children do not put their hands up in class. This ensures whole class engagement and ensures a select few are not dominating classroom discussion.
● Lollipop Sticks Used	All children's names are written on lollipop sticks and are used to provide feedback. This ensures all voices are heard.
● Targeted questioning	Teachers carefully plan questions, which will support and deepen the understanding of all learners.
● Accept, Build on, Challenge Cards	Opportunities for children to accept, build on or challenge the opinion of others are built into lesson plans to ensure whole class engagement and for teachers to use a whole class assessment tool.
● Talk Partner Roles	Partner A and Partner B are established in every classroom and children are given talk opportunities throughout lessons in order to share their thinking and collaborate on learning activities.
● Mini White Boards	We use mini white boards so children have the opportunity to record their understanding and learning and share with the class teacher at the same time.
● Verbal Feedback	Teachers provide verbal feedback in lessons, so children have the opportunity to learn from their mistakes and misconceptions are addressed.
● Opportunities to improve writing	Opportunities to improve work are built into writing lessons, so that children have the opportunity to work with their partner

In Pupil Books

Strategy	Purpose
● Self-Marking in Lesson	Children are able to see their own misconceptions and correct them with the support of their partner or an adult.
● Self and Peer Assessments	Opportunity for children to independently reflect on their learning and evidence their understanding.

Marking

Strategy	Purpose
● Teachers mark books before following lesson.	Children have the opportunity to respond to marking before subsequent lesson and before new knowledge is introduced.
● Green Pen used to mark correct work.	Children are aware of areas of learning in which they have been successful. Children are praised and consequently motivated to continue working at that standard.
● Blue pen used to address incorrect work. This could be in the form of… - A reminder prompt - A scaffold prompt - An example prompt - A prompt to address misconceptions	Children are given the opportunity to act upon misconceptions addressed by the class teacher, after their work has been marked.

Additional Assessment for Children with SEND

Strategy	Purpose
● Provision Maps written by SENCO	● Monitor impact of individual and group interventions.
● IEP Target Setting by SENDCO	● Parents invited to review pupils' progress with the class teacher and SEND Lead. ● Individual pupils' targets reviewed. ● New targets set if necessary.