



Overleigh St Mary's CE Primary School

Assessment Statement

Date policy last reviewed:

July 2023

Signed by:

19.07.23

Headteacher

Date:

Chair of governors

Date:

19.07.23

Overleigh St. Mary's CE Primary School Assessment Statement

Our Approach to Assessment:

At Overleigh St. Mary's we believe;

- Assessment is an integral part of quality first teaching. It helps us to identify individual's strengths and next steps and is a resource to allow pupils to take responsibility for their own learning.
- Assessment should support every child in making at least expected progress and ideally greater than expected progress through improving teaching and learning. It allows lessons to be based on detailed knowledge of each pupil and ensures pitch and expectations are accurate as well as informing support and interventions to close the gaps.
- Assessment is supported through staff training, time to discuss progress and moderate judgements on a regular basis. Assessment should be consistent and reliable and the staff accountable for their decisions.
- Assessment supports school leaders in identifying patterns and target areas/groups and should improve teaching and learning across the school over time. It identifies procedures and processes that contribute positively to our school cohort and its distinguishing characteristics, as well as comparing and benchmarking against national expectations and standards.

Our steps in Assessment:



Gathering Evidence for Assessment:

At our school, assessment information is gathered using a variety of formative and summative strategies including;

- Observations made during class teaching and working with groups and individuals, both in teacher led activities and self-selected learning and play.
- Quality First Teaching: Engineering effective classroom discussions, tasks and activities that elicit evidence of learning.
- Pupil Voice within lessons and on a termly basis.
- Marking/Reviewing written or recorded work.
- Structured opportunities for reviewing previous learning during strands of work.
- Testing in a group or individual setting using formal and staff devised questions sets

In addition, we use the following formal assessment procedures to measure outcomes against all schools nationally:

- End of EYFS % of pupils achieving a “Good Level of Development” against Early Learning Goals
- End of year 1 Phonics Screening Test
- End of year 2 KS1 testing in reading, grammar and spelling and maths and teacher assessment in speaking and listening, writing and science (Optional tests under review from 2024)
- End of Year 4 Times table Test
- End of year 6 KS2 testing in reading, spelling and grammar and maths and teacher assessment in writing and science.

Using Assessment Data:

Staff use data to summarise the progress and attainment of pupils in their class and identify next steps in learning. They reflect on individuals, as well as groups, in their analysis and are expected to be well prepared and equipped to discuss this data in detail at Pupil Progress meetings with phase and school leaders.

Assessment outcomes are recorded for all subjects against learning intention at the end of each strand of work in foundation subjects and on a termly basis in core subjects. In Maths, there may be additional assessment recordings recorded at the end of a strand of learning.

Assessment information is shared with parents/carers formally at parent's evenings and in reports as well as more informally through discussions about support and in sharing success. IEPs for individuals with specific needs are shared explicitly with parents/carers and the assessment of pupils' progress communicated clearly so the parents/carers are fully involved with supporting progress.

Assessment is carefully moderated in meeting with partner teachers and in teams as well as across the whole staff team to ensure consistency in approach and clarity in progression through the school. In addition, we also moderate externally with our partnership primary schools and other local schools.

February 2023

