**ST JOHN’S PRIMARY SCHOOL**

[](http://www.google.co.uk/imgres?imgurl=http://www.stjohnsswatragh.ik.org/img/st_johns_logo.JPG&imgrefurl=http://www.stjohnsswatragh.ik.org/&usg=__pRW5d7MIUSmuEZshgX4EELDF8xo=&h=642&w=834&sz=43&hl=en&start=9&zoom=1&tbnid=fQ_ycSv77_5KeM:&tbnh=111&tbnw=144&ei=j5fAUL0MjYaFB6qJgegB&prev=/search%3Fq%3Dst%2Bjohn%2527s%2Bswatragh%26hl%3Den%26safe%3Dactive%26gbv%3D2%26tbm%3Disch&itbs=1)

ASSESSMENT POLICY

Reviewed September 2023

Next Review Sept 2026

# Purposes

The purpose of assessment is to promote effective learning. Every pupil in the school will be assessed on a regular basis. The focus will be on helping teachers to use assessment, as part of teaching and learning in ways that will raise pupils’ achievements. All assessments will be used to help:

* Plan for the next stage or step in each pupil’s education and development
* Inform parents of their child’s progress
* Inform the Governors about standards in the school
* Provide the teachers with important data to help them plan future school initiatives.
* Inform the pupil about success and areas for further development

In St. John’s Primary School we envisage that the information derived from assessments will serve the following purposes:

* FORMATIVE so that the positive achievements of pupils may be recognised and discussed for the next appropriate steps to be planned;
* SUMMATIVE so that the overall achievements of pupils may be recorded in a systematic way;
* DIAGNOSTIC so that the strengths and shortcomings of pupils may be identified, analysed and appropriate next steps taken;
* EVALUATIVE so that the information gained may be used by our school for curriculum planning and resource allocation. Pupils can also use self-evaluative measures to monitor their own progress.

# Practices

How do we assess in Saint John’s?

Information derived from many sources will be used for formative, summative and self-assessment:

* daily observation in the classroom
* written and oral class work
* homework – written and sometimes practical
* pupil self-evaluation
* peer editing
* pupil acting role of teacher
* plenary sessions including use of digital camera/ipad
* end of topic tests
* end of term tests
* P.I.P.S. in Year One
* BPVS for any children with concerns
* First and Second 100 Key Words Tests in Year Two
* Progress in Reading Assessment in Y2
* BSTS2 Spelling Y2
* GL English and Maths tests for Year 3-7 in 3rd term.
* Suffolk Reading Test in Y4-7
* STAR Reading test for all Y3-Y7 pupils for Accelerated Reading Programme
* Accelerated Reading Programme Quizzes to monitor reading progress
* Alta Maths
* GL Spelling tests
* Reading Records
* Salford Reading Test – Reading Partners Y3-Y4
* CAT Y3-7
* GL: PTM and PTE

Information gained from these methods of assessment will be recorded in the following ways:

* Pupil Profiles in Maths and ICT
* Standardised Test Results File
* End of Term Test Results File
* Teachers Planners Record keeping section

In addition, any pupils who have been identified from any of the above tests as having special needs will have further testing through

* YORK
* Number Sense
* Dyslexia Portfolio
* DRA
* Basic Number Diagnostic Test
* Diagnostic interviews in Number Sense
* Access Maths (1)

As a result of teacher’s judgement supported by the above assessments results, some pupils will be identified as having Special Needs and will be placed on the Special Needs Register. Those pupils will have individualised programmes (EPs) of work which will be reviewed twice a year, as will pupils regarded as ‘more able’.

The Principal, Assessment Co-ordinator and staff will review this policy in light of future curriculum changes.