



# Assessment Cycle at SSMJ

## 2024-2025

Assessment takes place throughout every aspect of learning. Below is an 'Assessment Cycle' overview of the year and how each subject is assessed.

	Assessment	Uses	Persons responsible
September	Baseline	To have an accurate starting point for planning and provision – key words reading and spelling, TTRS baseline, phonics baseline (Phonics Tracker), curricular analysis from Summer term tests	<b>Class Teachers</b> <b>Subject Leaders to check and analyse.</b>
	EYFS Baseline	To create a measurable baseline from which to measure children's progress	<b>EYFS staff</b> – this information needs to be collated and shared with Head.
October	Staff Appraisal	Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.	<b>Class teacher and DHT/Head teacher</b>
	Half-Termly KLIPS Review	To update individual's KLIPS records using evidence from lessons (Half termly topics)	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
November	Governors	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	<b>Committee Meetings</b> and <b>Head Teacher</b>
December	POP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by <b>Class Teachers</b> and shared with <b>Parents. (Review and new)</b>
	Maths and English Assessments	To consolidate progress against Maths and English KLIPS covered. Formal end of term tests	<b>Class Teacher</b> and to update the KLIPS as appropriate. <b>Class Teacher</b> – NTS Assessments (Reading & Maths), TTRS, Reading, spelling and phonics. Update Lancashire Tracker. Track SEND children using document. <b>Subject Leader</b> – assessment report (RAG Action plan & Subject Situation Reports)
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Discussion regarding possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to-date data for their class to a meeting with the <b>Head Teacher. Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies.



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	End of Term KLIPS Review	To update individual's KLIPs records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
	End of term reports	Teachers complete the end of term report and this is shared with parents.	<b>Class Teacher</b> writes <b>HT</b> verifies accuracy before the report goes home
<b>January</b>			
<b>February</b>	Half-Termly KLIPS Review	To update individual's KLIPs records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
<b>March</b>	Governor COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	<b>Governor Committee and Head Teacher</b>
	POP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by <b>Class Teachers</b> and shared with <b>parents</b> . (Review and new)
<b>April</b>	Maths and English Assessments	To consolidate progress against Maths and English, KLIPS covered. Formal end of term tests (BTS – Reading and Maths)	<b>Class Teacher</b> and to update the KLIPS as appropriate. <b>Class Teacher</b> – NTS Assessments Maths & Reading, TTRS, Reading, spelling and phonics <b>Subject Leader</b> – assessment report
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to-date data for their class to a meeting with the <b>Head Teacher</b> . <b>Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies.
	End of Term KLIPS Review	To update individual's KLIPs records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
	End of term reports	Teachers complete the end of term report and this is shared with parents.	<b>Class Teacher</b> writes <b>HT</b> verifies accuracy before the report goes home
<b>May</b>	KS1 and KS2 Statutory Assessments (Reading, Writing, Maths and SPAG)	To create an end of Key Stage Judgement for children	<b>Head Teacher (alongside SLs and Y2 and Y6 staff)</b> . Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .



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	Half-Termly KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated
<b>June</b>	Phonics Screening	To ensure Y1 (and any Y2 children who previously didn't meet expected standard are retested) has the expected Phonetic understanding and application	<b>Head and Deputy-Head Teachers</b> Results need to be formally shared with Parents and updated to relevant authorities.
	Maths and English Assessments	To consolidate progress against Maths and English KLIPS covered. Formal end of term tests	<b>Class Teacher</b> and to update the KLIPS as appropriate. <b>Class Teacher</b> – NTS Maths & Reading, TTRS, Reading, spelling and phonics <b>Subject Leader</b> – assessment report
	Y4 Multiplication Test	National assessment	<b>Class Teacher</b>
	EYFS Profile	To give a summative end to the children's reception year	<b>Reception Teacher</b> Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .
<b>July</b>	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind.	<b>Class teacher</b> is expected to bring relevant up-to-date data for their class to a meeting with the head. Inclusion manager involved in meeting to suggest 'closing the gap' strategies.
	End of Year KLIPS Review	To update individual's KLIPS records using evidence	<b>Class teachers</b> - to be collated and shared with head so Lancashire Tracker can be updated and then passed on to the new class teacher / school
	End of year reports	Teachers complete the end of term report and this is shared with parents.	<b>Class Teacher</b> writes <b>HT</b> verifies accuracy before the report goes home.
	Governor COMMITTEE	To share pupil attainment and progress with governors. Governors to ask challenging questions of head, regarding data.	<b>Governor Committee and Head Teacher</b>
	POP UPDATE	Class teachers to measure SEN children's progress against their own individual targets.	Completed by <b>Class Teachers</b> and shared with <b>parents</b> . (Review and new ones produced)
	Subject Data Analysis and Summative Report to Governors	Subject Leaders to analyse data and to create a narrative to share with governors about successes and areas for development	<b>Subject Leaders present at Governor Meeting on a rolling program.</b>



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Anonymised data is shared with governors for all subjects through link subject governors.

## St. Michael & St. John's R C Primary School

### Assessment of Foundation Subjects

Overall, if a child is accessing the planned lessons of a curriculum area, they are working AT THE EXPECTED STANDARD.

We only formally report assessments for Foundation Subjects at the end of the year.

Subject	How we assess
History	Teachers use KLIPS at the end of the year to make an end of year judgement. Throughout the year, assessment is completed through teacher observations and questioning, the use of KWL grids to inform final end of year judgements. Half termly end of unit assessments are completed by staff based on the sequence of learning.
Geography	Teachers use KLIPS at the end of the year to make an end of year judgement. Throughout the year, assessment is completed through teacher observations and questioning, the use of KWL grids to inform final end of year judgements. Half termly end of unit assessments are completed by staff based on the sequence of learning.
RE	Check in and check out tasks are used at the start and end of each unit. These are based on the expectations for the unit of work. Moderation takes place regularly.
PSHE	At the beginning of each unit there is a questionnaire, typically 3 questions. This asks the children to record their knowledge of the subject before teaching input is given. Following the 5-6 week unit the same questions are ask of the children alongside their answers at the beginning of the unit, this shows the knowledge gained.
French	In French, assessment for learning takes place during lessons (observations, discussions, questioning, written work) staff can use an assessment cloud (from the scheme we follow - Primary Languages Network) to track pupils for the lessons.
Design Technology	Teachers use KLIPS at the end of the year to make an end of year judgement. Sequence of learning assessments are made half termly. In art and DT most differentiation is by outcome and so the finished piece does not always reflect the process which is just as important.
Art	Teachers use KLIPS at the end of the year to make an end of year judgement.

	There is also half termly monitoring using sketchbook evidence displays and talking to children. If I feel there are missing elements, or not enough stretch, I will make suggestions. In art and DT most differentiation is by outcome and so the finished piece does not always reflect the process which is just as important.
Computing	We bought in a progressive scheme that teachers could use. Assessment at the end of the unit.
PE	The PE Passport app on the I pads and videos. These can be registered and recorded throughout the PE lessons. Photographs can also be taken as evidence of skills gained.
Music	Teachers use KLIPS at the end of the year to make an end of year judgement. They assess and record assessments using Charanga. Throughout the year, the teacher uses the following methods to inform their end of year judgement: <ul style="list-style-type: none"> <li>• During lessons to help improve performance/outcome/technique.</li> <li>• Performances at different times of the year</li> <li>• Video evidence at the start of the academic year and again at the end to show progression.</li> <li>• Teacher communication as part of transition.</li> <li>• Engagement with wider opportunities both inside and outside of school.</li> </ul>
Science	Teachers use KLIPS at the end of the year to make an end of year judgement. Throughout the year, the teacher uses the following methods to inform their end of year judgement: <ul style="list-style-type: none"> <li>• Questioning in lessons.</li> <li>• Check in and check outs.</li> <li>• End of unit assessments</li> </ul>