SHANKLEA PRIMARY SCHOOL

Assessment in Mathematics

Policy Control Details			
Date policy approved:	September 2018		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
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Responsibility for review:	Curriculum Committee		

Assessment of Maths – whole school

Assessment of Maths is undertaken throughout the curriculum and will involve all teachers and teaching assistants who work with children in Maths or associated curriculum areas. The collation of information is the responsibility of the child's Maths teacher in collaboration with their class teacher.

EYFS

On entry baseline assessments

These will be carried out within the first two weeks of children entering either Squirrels, Nursery or Reception classes. Evidence will be recorded on the school tracking system Target Tracker. Half termly summary assessments, based on observational evidence for the specific areas of learning will then be recorded in order to judge progress.

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPODs, using the Tapestry program.

Summative data

At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.

KS1

Mental/Arithmetic Skills

All pupils will be assessed by teachers and teaching assistants during the weekly Mental Maths/Arithmetic lessons. Mental Maths skills will also be assessed regularly through the use of mental maths tests and data will be used to inform teacher assessments and the Target Tracker. In Year 1 the children will do Minute Maths tests weekly and in Year 2 number facts tests will take place each week following on from homework. This information will be used to identify where intervention programmes are required. SEND pupils will be screened more regularly to measure small progress against SEND targets.

Reasoning

Reasoning skills will be incorporated in to all units of work with at least 2 problem solving investigations per unit. Quality marking will be used to feedback to pupils and targets set, which will be completed either independently or with TA support. At the end of each unit an assessment will be used to inform teacher assessments and the Target Tracker to identify children who are making expected progress and those which require further intervention. In Year 1 these assessments will begin in the spring term. In Year 2 pupils will undertake mock Reasoning formal tests leading up to the Sat test in May and all this information will be collated in the data tracker and used to inform teacher assessment at the end of each half term. The responsibility for assessment of reasoning lies with the Maths teachers with information provided by other members of staff who work with them.

Data Analysis

All information will be recorded in the Target Tracker and used to identify progress being made by all pupils. The progress of all groups will be analysed termly by the Maths Lead and Headteacher. Pupil Progress meetings will be held with teaching staff and individuals/ groups discussed where progress is a concern. Where necessary intervention programmes will be put into place with start and end assessments taking place to measure targeted progress. Information will be communicated to parents at termly open evenings with additional opportunities provided for SEND pupils. Formal assessments will be undertaken in the form of Sat tests in May and used to support teacher assessment. Information will be provided in a formal report at the end of the year stating whether the pupils are working towards, at, or exceeding expected levels in each area.

KS2

Mental Skills

All pupils will be assessed by teachers and teaching assistants during the weekly Mental Maths/Arithmetic lessons. Pupils will be tested on set times tables using the Times Tables Rockstars programme where daily sessions will build up to a weekly assessment. Mental Maths skills will also be assessed regularly through the use of mental maths tests and data will be used to inform teacher assessments and the data tracker. During the Summer term pupils in Year 3,4, and 5 will also undertake an NFER test. All information will be used to identify where intervention programmes are required. SEND pupils will be screened more regularly to measure small progress against SEND targets.

Arithmetic skills

Teachers and teaching assistants will assess arithmetic skills during lessons, particularly the weekly Mental Maths/Arithmetic lessons. Children will be provided with clear feedback in verbal or written form and allowed opportunities to improve upon specific targets. Assessment information collected here will be recorded in the Target Tracker. The Tracker will be used to assess where pupils are making sufficient progress and where pupils are not on track to meet targets. In Years 3, 4 and 5 NFER formal assessments will be carried out during the Summer term. These will be delivered with the support of a member of staff in classes, small groups or individually, as is thought to be most appropriate to need. Arithmetic assessments will be introduced to the children in Year 4 and will increase in regularity as these move through KS2. In Year 6 Arithmetic tests will be undertaken weekly to provide on-going assessments in preparation for the Sat tests in May. The responsibility for assessment of Mental/Arithmetic skills lies with the Maths teachers alongside the class teachers.

Reasoning skills

Reasoning skills will be incorporated into all units of work with at least 2 problem solving investigation per unit. Quality marking will be used to feedback to pupils and targets set, which will be completed either independently or with TA support. At the end of each unit an assessment will be used to inform teacher assessments and the Target Tracker to identify children who are making expected progress and those which require further intervention. In Year 6 pupils will undertake mock Reasoning formal tests throughout the year and children in Year 3,4 and 5 will complete NFER formal assessments during the summer term. All this information will be collated in the data tracker and used to inform teacher assessment at the end of each half term. The responsibility for assessment of reasoning lies with the Maths teachers with information provided by other members of staff who work with them.

Data Analysis and Feedback

All information will be recorded in the Target Tracker and used to identify progress being made by all pupils. The progress of all groups will be analysed termly by the Maths Lead and Headteacher. Pupil Progress meetings will be held with teaching staff and individuals/ groups discussed where progress is a concern. Where necessary intervention programmes will be put into place with start and end assessments taking place to measure targeted progress. Pupils should be made aware of the progress they are making through written and verbal feedback and should be aware of what they need to do to improve further. Information will be communicated to parents at termly open evenings with additional opportunities provided for SEND pupils. Formal assessments will be undertaken in the form of SAT tests in May for Year 6 and used to support teacher assessments. Information will be provided in a formal report at the end of the year stating whether the pupils are working towards, at, or exceeding expected levels in each area.

