



How we assess children's learning in Mathematics

At St George's Central CE Primary School and Nursery, we employ a variety of formative and summative approaches in order to assess children's learning and to inform next steps in progress. Within Early Years, Mathematics falls within the 'Number' and 'Shape and Space' sections of the Early Years Foundation Stage Curriculum.

In Early Years, formative assessment lies at the heart of providing a supporting and stimulating environment for every child. The Early Years Foundation Stage Curriculum is divided into 1 – 3 year olds, 3 and 4 year olds and the Reception year. Parental contributions, for example: Ages and Stages questionnaires, Seesaw observations and informal conversations, together with school based Seesaw observations and practitioner knowledge inform these assessments.

Children will be assessed on entry to our 2 year old provision, pre-school provision and Reception class. The children are then assessed during play, when practitioners are guiding their learning, and during directed teaching. In Early Years, summative data is collected at the end of each term. In Nursery, this termly data is submitted to the Headteacher and Assessment leader and in Reception, it is also collected by the Local Authority. Children are judged to be working at an expected standard or working towards an expected standard. There are two legally required summative assessment reports during the Early Years; they are the Statutory Check at age 2 and the Early Years Foundation Stage Profile. Summative assessment supports children at their transition points through their Early Years journey, for example: when a child moves from a Nursery setting into a Reception class.

Parents/carers are regularly informed about their child's assessments and progress both informally and formally throughout their time in Early Years.

Within Key Stage 1 and Key Stage 2 assessment is a vital tool in the teaching of Mathematics, designed to monitor children's progress, measure attainment and inform next steps in planning. Assessment takes place in line with the agreed school's assessment policy and is regarded as an integral part of the learning and teaching cycle. Assessment opportunities are built into the planning of lessons. Ongoing assessments are matched to the daily Learning Challenge and help to adjust daily plans. A range of Assessment for Learning strategies are used within lessons including listening to children's responses and mathematical reasoning, and questioning them to ascertain their level of understanding. Observations of individuals or groups of children also provide opportunities to look for particular skills or concepts to be demonstrated. Lessons are adapted as necessary based on the feedback from children and the progress they are making within the lesson. Teachers will provide additional challenge or support as needed. Children's work is marked promptly and in accordance with the school's marking and feedback policy and children's responses are used to inform future teaching and learning. Children's knowledge of arithmetic, calculation and number facts may be assessed through regular arithmetic tests, times tables tests and the use of 'Big Maths Beat That' and 'Learn-its'.

More formal, summative assessment tests measure progress against the National Curriculum key objectives and inform future planning and teaching. These take place at the end of each term and are used to assess progress against school and national targets. Using White Rose Maths Hub assessments, pupils are assessed against their year group objectives at the end of every term. Termly teacher assessment judgements are also made based on the work children have completed during that term as well as taking into consideration performance in the formal assessment tests. Standards are checked through both in-school and external moderation opportunities. National Curriculum tests are used at the end of Key Stage 1 and Key Stage 2. Targets are set at the end of the summer term for the next school year and feed into the ongoing cycle of teaching and learning.

'Never settle for less than your best'

Jesus said, I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12