**Assessment in Mathematics at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School our practice aligns with the expectations of the National Curriculum which emphasises the importance of all pupils mastering the content taught each year and discourages the acceleration of pupils into content from subsequent years.

*‘The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.’* (National Curriculum)

Progress in mathematics learning each year is assessed according to the extent to which pupils are gaining a deep understanding of the content taught for that year, which, in turn results in sustainable knowledge and skills. Key measures of this are the abilities to reason mathematically and to solve increasingly complex problems, doing so with fluency.

Teachers provide opportunities for children to build fluency, to reason and problem solve. Therefore allowing the teacher to assess whether a child understands the taught mathematical concept and thus apply to solve a problem and explain how.

**Formative Assessment**

Within maths lessons, teachers will use questions, tasks, and well-structured classroom activities involving interaction and dialogue (between teacher and pupils, and between pupils themselves) to provide rich and meaningful assessment information concerning what pupils know, understand and can do.

The tasks and activities are not necessarily offered to pupils in written form. They may be presented orally, using equipment and/or as part of a group activity. The encouragement of discussion, debate and the sharing of ideas and strategies add to the quality of the assessment information gained.

Teachers will adapt a lesson where necessary according to the information which they have gathered as well as using it to inform future teaching and learning.

**Summative Assessment**

**End of Sequence**

Teachers use low stakes quizzes and class tests, sometimes using assessment questions provided by NCETM, as an assessment strategy in maths lessons. This provides information to teachers about what pupils know and informs them of any misconceptions. Teachers are then able to address these misconceptions and planning is adapted where necessary to inform future teaching and learning.

**Each Term**

There is an expectation that all forms of assessment, both formative and summative, are used to inform the next steps for learners either as individuals, a group or class. All children on our school’s SEND register of need (RON) have a pupil target plan (PTP) which details specific, personalised targets. For some children these may have a mathematical focus. These targets are formally reviewed at each half term (3x per year).

**End of Term**

Teachers in Years 1-6 use the NCETM Ready to Progress criteria, NCETM Teaching for Mastery guidance and ‘Children as Evidence’ Local Authority document to confirm their assessments of children’s attainment in mathematics. These assessments and any resulting necessary actions are discussed in termly pupil progress meetings with senior leaders (CPMs).

**End of Year**

At the end of Reception, teachers complete the statutory EYFS Profile for each child which involves making judgements by using their knowledge and understanding of what a child knows, understands, and can do in mathematics. Attainment of children at the end of Reception will be described as ‘emerging’ or ‘working at the expected standard’.

At the end of each year, the attainment of children in Years 1-6 will be described as ‘working towards the expected standard’, ‘working at the expected standard’ or ‘working at greater depth within the expected standard’. Teachers make their assessments against the statutory requirements of the programmes of study from the National Curriculum. Teachers in these year groups make use of the NCETM’s ‘ready to progress criteria’ to support teacher judgements at the mid-point of the year and at the end of the year.

Although no longer statutory, Year 2 will continue to make use of Key Stage 1 tests materials to support end of year teacher assessment judgements. Children will be assessed against the KS1 Teacher Assessment Framework for mathematics. Children who have not completed the KS1 mathematics programme of study will be assessed using the pre-key stage standards.

In Year 4 children will complete the Multiplication Tables Check.

In Year 6, children will complete the statutory end of year Key Stage 2 tests which are marked externally. Children who have not completed the KS2 mathematics programme of study will be assessed using the pre-key stage standards.