Mathematics Assessment

Mathematics Assessment at Christ Church CE Primary School

At Christ Church CE Primary School, assessment is an integral part of teaching and learning. We use a range of formative and summative assessment approaches to monitor progress, identify misconceptions and ensure all pupils are supported and challenged appropriately.

Assessment information is used to inform planning, adapt teaching, provide targeted intervention and celebrate achievement.

Early Years Foundation Stage

Throughout their time in Early Years, children are assessed through ongoing observations, interactions and adult-led activities.

Assessment is informed by the Development Matters framework and the Early Learning Goals within the Statutory Framework for the Early Years Foundation Stage.

Children's progress is tracked using RM Integris and recorded as:

- Below Expected
- Working Towards Expected
- Expected
- Greater Depth

Teachers use assessment information to identify next steps and provide learning opportunities that support continued progress in number, numerical patterns, shape, space and measure.

Key Stage One

Assessment in Key Stage One is continuous and informs daily teaching.

Teachers assess pupils through:

- Questioning and discussion
- Observation of learning
- Independent work
- Daily arithmetic

- Retrieval practice activities
- White Rose end-of-unit assessments
- Weekly review of learning

In addition to ongoing formative assessment, pupils complete NTS Mathematics Assessments termly. These assessments provide valuable information about attainment and help identify strengths, misconceptions and areas requiring further support.

Assessment information is recorded and analysed to monitor progress and inform future teaching and intervention.

Key Stage Two

Assessment in Key Stage Two combines ongoing formative assessment with more formal summative assessments.

Teachers regularly assess children through:

- Questioning and discussion
- Book scrutiny
- Daily arithmetic sessions
- Retrieval activities
- White Rose end-of-unit assessments
- Independent application of learning
- Weekly arithmetic assessments

Pupils complete NTS Mathematics Assessments termly. These standardised assessments enable teachers to monitor pupil attainment, track progress over time and identify gaps in learning.

Assessment outcomes are used to:

- Inform future planning
- Adapt teaching
- Identify pupils requiring intervention
- Measure progress and attainment
- Support pupil target setting

Multiplication Tables Check

In Year 4, pupils participate in the statutory Multiplication Tables Check (MTC).

This national assessment assesses rapid recall of multiplication facts up to 12 × 12 and supports the continued development of fluency.

End of Key Stage Assessment

At the end of Year 6, pupils complete the statutory Key Stage Two National Curriculum Assessments (SATs).

These assessments contribute to teachers' understanding of pupils' attainment and help prepare children for the transition to secondary school.

Using Assessment to Improve Outcomes

Assessment is used across the school to ensure every child receives the support and challenge they need to succeed.

Through high-quality teaching, daily arithmetic, retrieval practice, termly NTS assessments and targeted interventions such as Numberstacks, we are able to identify misconceptions quickly, close gaps in learning and support all pupils in becoming confident and successful mathematicians.