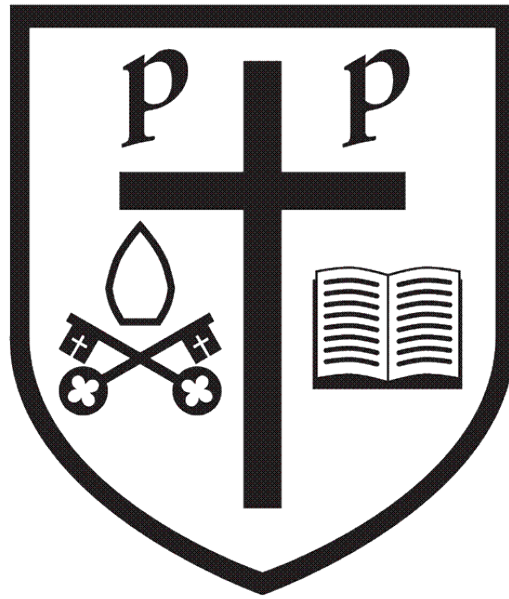


SS Peter and Paul Catholic Primary School



Assessment Policy

Date of publication: March 2018
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"With Jesus as our guide, we work, play and live together in a safe and happy way."

Assessment Policy

At SS Peter and Paul we recognise that each child is unique with innate gifts from God. We provide a friendly, caring, learning environment, which fosters the development of every child, challenging them to fulfil their potential in the pursuit of excellence.

This policy reflects the shared aims of all staff and governors at SS Peter and Paul Catholic Primary School and applies to all children in our care. This policy should be seen as a product of regular review and revision undertaken by all staff working together and subject to amendment when necessary. This review and revision will take place as part of the school evaluation schedule and School Development Plan (SDP). It should be read in conjunction with the Dyslexia Friendly policy, the Behaviour Policy and Marking Policy.

SEND/ Dyslexia:

The Governing body believes that all children, regardless of ability and behaviour, are valued equally at SS Peter and Paul Catholic Primary School. SEND children are not viewed as a separate entity but are part of the whole school approach, different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

As highlighted in our SEND policy, children with special educational needs are offered full access to a broad, balanced and relevant curriculum. Teachers provide learning opportunities that are matched to the needs of all children, including those with learning difficulties and those who may have a particular strength in that area. Work may take into account the targets set for individual children in their Individual Support-Plans (ISPs).

Aims:

At SS Peter and Paul Catholic Primary School, we believe that assessment is central to quality teaching as it informs us about children's progress and enables teachers to plan their 'Next Steps' in learning in order to improve. Assessment enables teachers and teaching support staff to discover what children have learned and what they need to learn, therefore ensuring continuity and progression. Assessments need to be made in order to identify existing standards in the school and results need to be compared to see if standards are being raised.

The school's assessment of pupils and identified groups will:

- Benefit the education of ALL pupils
- Enable a pupil's progress to be monitored
- Provide a consistent professional record of pupil performance.

Types of Assessment:

Assessment of learning

Summative Assessment: This takes place at the end of a pupil's year, half term, topic or lesson and is designed to summarise the performance and attainment at the time of testing. It will show comparison against the national curriculum or a standardised age score (PIRA: reading PUMA: maths)

Formative assessment: It is used to feedback information to pupils and teachers to help the learner progress. It assists practitioners in taking further actions to strengthen the learning process. Much of this assessment is based on professional judgement. This continuous assessment is at the heart of good teaching and takes a range of forms including:

- Marking
- Questioning and discussion
- Book scrutiny
- Observation
- Assessment tasks and challenges

Diagnostic assessment:

This indicates to the teacher if the child requires specific help in certain areas. Outside agencies can be used for expert assessment, opinion and advice.

Assessment for Learning:

AfL takes place informally and continuously. Teachers should recognise children or groups who have either exceeded or not achieved the Learning Objectives / Success criteria for each lesson.

PLANNING:

Assessment is built into our Short, Medium and Long Term Planning.

- **Long Term Plans:** Mapping out of summative assessment opportunities through-out the school year in line with long-term curriculum planning of topics/-themes.
- **Medium Term Plans:** Wherever possible, assessment tasks are incorporated into the curriculum plans for the unit.
- **Short Term Plans:** Individual teachers are expected to respond on a daily basis to their informal assessments.

STATUTORY ASSESSMENT:

EYFS:

Baseline Assessments are used at the start of Nursery and Reception. At the end of the Reception year, children will have ongoing assessment in accordance with the guidance of The Early Years Foundation Stage against the seven areas of the early years framework, drawing on teacher knowledge,

Phonics Screening:

- **Year 1 Phonics screening** takes place during the last two weeks in June; results are forwarded to the DfE.
- **Year 2 pupils** are re-assessed where results fall short of the pass mark in Year 1.

End of KS1:

Teacher Assessments are summarised at the end of May for Y2 pupils in Reading, Writing, Mathematics and Science, using SATs tests to confirm judgements. Results are submitted to the DfE.

Y4 pupils are assessed on Times tables knowledge with a digital test provided from the DfE.

End of KS2:

Children who can access written tests complete standardised tests produced by the DFE in maths, reading and SPAG (Spelling, Grammar and Punctuation) in the second week of May.

The children are teacher assessed in writing against the expected age related standards as set out in the curriculum. These teacher assessments are submitted to the DFE.

ASP Report

ASP (Assessing pupil progress) report in the Autumn Term compares Key Stage results against national benchmarks.

DFE IDSR (inspection data summary report)

provides a further National comparison of school data.

Responding to Pupils work:

Pupils need to know what good work is, why they are learning and what they need to do to improve their own work. Teachers plan lessons and introduce the learning objective at the start of every lesson. 'Success Criteria' are often differentiated and displayed in the children's books when they complete longer writing activities. They are displayed for other lessons on the interactive whiteboard. These are shared with the children and in Y1/2 this may be recorded in books using printed stickers.

Focused marking: teachers written responses should be constructive, value the children's work and encourage them to achieve more. Comments are written in green ink. We have stamps that are used to show when work has been supported and in which way. We also use a next step where appropriate. These should be responded to by the child and teachers need to allow time for the children to do this.

Early Years Foundation stage:

In EYFS marking takes the form of:

Written observations against the Early Learning Goals (ELG'S) and Characteristics of learning.

Photographic evidence and annotation is recorded on a digital platform : Tapestry.

Pupils are expected:

- To know what they are learning, why they are learning it and how they will be expected to complete the learning.
- To be able to explain what they are learning and why.
- To read and respond to written comments and stamps relating to how they can improve their own work.

Self-assessment: the children for self-assessment of their own work may use either the learning objective or the success criteria to ascertain if they feel they have achieved the lesson objective.

Celebrating Achievement:

- Two children are chosen weekly from each class and shared with school at 'Celebration assembly' on a Friday morning. Parents are invited to attend the assembly to share in their achievement and see their child recognised with a sticker and certificate. The children's names are printed in the weekly newsletter.
- Termly, two children are chosen by each class teacher for a special award of achievement. These children receive a specially written letter at their home acknowledging their achievement. They also have their names printed in the school newsletter and a special certificate is presented in an end of term assembly.
- Occasionally, children are sent to the Head teacher or Deputy Head teacher for special acknowledgement of individual pieces of work. These will be rewarded with special stickers and house points.
- House points or dojos are incentives and each term the house with the highest weekly awards receive a special house reward.

Motivation: Teachers use a range of incentives such as house points, dojos, stickers, stamps and praise.

Engaging Children in Assessment process:

The more pupils are involved in the assessment process, the more likely they are to understand the purpose of the learning, the success of their own performance and what needs to be done to improve.

Therefore children are often asked to assess their own work with various strategies. Where they consider what they have done well and what can be improved. As they move through the school the pupils are also from time to time asked to assess their peers work in the same process- what they think they have done well and what they can do to improve.

Recording and reviewing:

The Staffordshire grids for learning in reading and writing and the Collins grids for learning in maths are used by the teachers to review the progress of groups of children. These are used to inform teachers' planning in curriculum coverage and ensuring gaps in learning are identified and actioned. Standardised tests are carried out termly. These tests are diagnostically analysed and also help teachers to identify gaps in learning. The teachers can then ensure these gaps are actioned in the following term to ensure ALL children have the opportunity to achieve age related expectations.

The data collected by the teachers through the summative and formative assessment, AFL and diagnostic assessment, informs end of term assessment judgements. The teaching staff then meets termly to moderate these judgements in maths, reading, writing, RE and Science. The teachers are challenged by colleagues to demonstrate the evidence they have used to make judgments on individual children.

The teachers also meet at least annually with our primary catholic partnership of four local Catholic primary schools. Moderation is carried out in writing and maths across each year group with children who are working towards national standards and children who are working at national standards.

At the end of each term, data is submitted to the Head Teacher who can input this information onto the schools tracking system.

Teachers then have half termly pupil progress meetings. They meet with the Head Teacher and Deputy Head Teacher to analyse the term's data. This meeting identifies groups of children or individuals who need extra intervention. It allows senior leaders to challenge teachers about assessment data and ensure all children have the opportunities to achieve their potential.

Data is then shared termly with governors at our curriculum and progress committee meetings.

Annual reporting

Teachers are required

- To submit termly assessment data to the Head Teacher
- To meet with parents to discuss individual pupils in the Autumn and Spring terms
- To complete annual reports for individual pupils in the Summer term.
- Review IEP targets termly and share these with parents.

REPORTS TO PARENTS:

In order to communicate progress, effort, achievement and targets, all reports must:

- Be related to evidence of the pupils' work and achievements
- Grade attainment against the national expectations
- Be constructive, on the whole positive and include targets
- Be fair, relevant, adequate and accurate
- Encourage dialogue with the parent and child.

SS PETER AND PAUL ASSESSMENT WITHOUT LEVELS

Tracking Progress

Attainment is measured against age related expectations. These are recorded as emerging, developing, secure and greater depth. Expected attainment in school is as follows: if a child has achieved age related expectations at the end of Y1 they will be expected to achieve age related expectations at the end of Y2.

Assessment without levels works out as follows:

When one third of the objectives from the Age-Related Expectations Key performance indicators (KPIs) are achieved, we may say these children are **Emerging** into the year group curriculum. When over one third -to two thirds of the objectives for age related expectations are achieved we may say these children are **Developing** in the curriculum. When 90-100% of Age-related expectations (KPIs) are achieved we may

say these children have achieved age related expectations and finally, if they show a deepening understanding of the curriculum as well as achieving all the KPIs we may say these children are showing a **Greater Depth** of the year group curriculum. There may be exceptions to this example dependent on teacher knowledge of the child. Each of these bands E-D-S-GD has a value of two progress points.

Therefore, if we expect a child to move through three bands for expected attainment they should make 5-6 points of progress each year.

Any child making less than 5 points progress across the year will make less than expected progress, those making more than 6 points will make better than expected progress.

Term	Summer term previous year	Autumn term current year	Spring term current year	Summer term current year
Attainment	Y1 Achieved	Y2 emerging	Y2 developing -	Y2 achieved
Progress		2	4	6

Tracking Attainment

Assessment attainment	%of Key performance indicators achieved
Emerging	< 33%
Developing	33- 66%
Secure	90-100%
Greater Depth	100% plus greater understanding and application of skills

Transfer Arrangements:

The following records of assessment data are passed on to the next teacher to ensure smooth transition:

- Guided reading and individual reading records
- ISP's
- Current skills grids that highlight skills achieved used by teachers to track progress in maths, reading, writing, RE and science.
- Summary of ELG's
- Any other relevant information eg medical, safeguarding

In July all children partake in a transition afternoon. New children to EYFS visit school on this day to with their parents for a stay and play session.

Policy written: March 2016

Date of review March 2018 February 2020 and 2022

Date of next review Feb 2024