



ASSESSMENT POLICY

St. Mary's Catholic Primary School

Mission Statement Denise Mellor

LEARNING TO LIVE OUT OUR CALLING WITH
COMPASSION AND LOVE

St. Mary's Catholic Primary School

Introduction

This Policy outlines the purpose, nature and management of assessment at St Mary's Catholic Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at St Mary's Catholic and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at St Mary's Catholic Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Responsibility

The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has been delegated to the Deputy Headteacher, who is the Assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Entitlement

It is the entitlement of every child at St Mary's Catholic Primary School to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses

- to be summative, providing a snapshot of each child's achievement – these can be reported to parents
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is
- to inform the children to enable them to develop their learning.

Nationally Standardised Summative Assessment

Early Years A baseline assessment is made during the first term.

Year 1 Phonics Screening Test. This test is administered internally. These results are then reported to the local authority and to parents.

National Key Stage One Assessments. At the end of year 2 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following heads:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science – working at the expected standard

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 – questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

Year 4 Multiplication Tables Check. This check is administered internally. These results are then reported to the local authority and to parents.

National Key Stage Two Assessments Teacher Assessments. At the end of year 6 pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.

- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth The pupils will also sit tests which will consist of:
 - English reading Paper 1 – reading booklet and associated answer booklet
 - English grammar, punctuation and spelling Paper 1 – short answer questions
 - English grammar, punctuation and spelling Paper 2 – spelling

Mathematics Paper 1 – arithmetic

- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

National Curriculum assessments (SATs) End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. In reading, writing and maths data drops are completed 3 times per academic year and recorded on Insight Tracker. Staff are expected to analyse the results in preparation for Pupil Progress Clinics (PPC) which take place with a representative from the SLT after each batch of assessments have taken place.

Accuracy and consistency of judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings and Teacher Development days are arranged for teachers to compare judgements and agree standards. At Mary's, also works with colleagues in our cluster to ensure that our judgements are accurate and consistent. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Special Educational Needs

When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. They will gain views from parents, the pupil and any external specialists.

Maths

Pupil progress will be assessed through a variety of means: start and end of unit quizzes for each Power Maths unit and Times Tables Rockstars baseline assessments. Skilful questioning is planned for and weaved throughout each part of the sessions. This questioning is differentiated and targeted appropriately. Leaders will monitor the quality and impact of the curriculum through regular pupil voice and assess the extent to which pupils know more and remember more.

Summative assessment also has an important place in our classroom assessment (Biggs 1998). At St Mary's, quality assessment provides information to pupils, teachers and parents in effective and useful ways. Summative assessments are made at each data point in the form of the 'NFER Standardised Termly Tests'. This provides further understanding of the level at which a child is working and informs a more rounded judgement of their abilities. Teachers use this information to inform planning for groups and individual pupils.

Reading

Pupil progress in reading is continually assessed and systematically recorded by the class teacher. Pupils are also assessed during guided reading sessions, during tailored intervention activities, through evaluations of home reading, through PM Benchmarking (in Reception and KS1) and through analysis of Accelerated Reader reports (in KS2 and in Year 2, where applicable).

The children's reading diaries provide a record of the types of books each child is reading and how often they are changing these books. These records are also logged on the Accelerated Reader platform, which also informs of how well the children have understood what they have read.

Formative assessments for reading will take place daily in the form of comprehension tasks to inform next steps in planning and teaching.

A reading test is completed from years 1-6 at the end of each assessment point to track progress in reading (These are the NFER tests. Year 1 complete these from the spring term). These tests track progress across the school and provide the children with a reading age and standardised score. Years 2 and 6 will also complete past SATs papers to track progress on a regular basis and inform judgements.

At the end of each term, children who are enrolled on the Accelerated Reader scheme complete an Accelerated Reader Star Reading test to systematically track progress in reading and also to ensure that children are reading books at the right level for them. PM benchmarking is used from Reception to year 2 at least half termly to ensure that the children are reading books at the right level for their fluency and comprehension abilities.

Pupil progress is evaluated by the Headteacher and English Leader every term.

Phonics

When children enter the Nursery, they will be given a phonics assessment folder. This will follow their progress through Nursery, Reception, Year 1 and Year 2. There are two main assessment points per term to help teachers in measuring progression and identifying areas where a child may need more support. These assessment scores are recorded and then collated and analysed by the Phonics and English leader to track progression across all phases.

The phonics folder shows the phonemes in phase groupings so that teachers can use the information for future lesson planning, groupings and interventions.

In addition to this, a phonics tracker is used to show the expectations of which phase the children in each year group should be secure in, throughout the academic year. This assessment tool provides a clear picture of which children are working below, at or above the expected standard.

Phonics checks are used as one of the main forms of assessment in Year 1 to assess their application of phonics when reading. The tests are conducted by the class teacher under test conditions, following the handbook guidelines. This assessment tool provides the teachers with a comprehensive understanding of where the gaps in learning are.

Writing

Pupils are assessed on a daily basis during teacher intervention and marking. At St. Mary's, we adopt a 'shoulder surfing' approach to enable us to intervene with and support as many children as possible in any given lesson. As well as this, pupils are assessed against the skills in the national curriculum each term to track attainment and progress. These assessments are used to inform teachers' planning of next steps and to target individual needs of the children. Throughout the year, we internally moderate teachers' judgements, along with collaborative moderation within our MAC.

Children in EYFS are assessed on an on-going basis through observation, 1:1 interaction, small group activities and whole class teaching.

Baseline assessments at the start of the year will take place for all children to inform planning and the organisation of interventions and activities designed to support the children's individual needs.

Science

At the start of each unit a vocabulary sheet will be stuck into the children's science books. The vocabulary will be the key words for each topic that the children should learn. As a form of assessment the children write down what they think the meaning of the word is and then return back to this sheet at the end of the unit to write down what the word actually means.

There will be a quiz about the unit that the children answer before the unit is taught and then again at the end of the unit to monitor progress. (scores to be recorded on a class sheet on Staffshare under science assessment)

Due to the nature of science, it is important to be practical where ever possible and for the children to be hands on, therefore there is not the expectation that work will be recorded formally each week. Instead where practical work is going on photographs will be taken and a class scrap book with annotations will be kept as evidence. Children will be expected from year 2 upwards to write about their findings from investigations. Children will be assessed on the National Curriculum objectives. The children's knowledge is to be assessed at the end of each unit with an end of unit quiz and also an investigation to show their working scientifically skills. The assessment activity will be based on a

key question arising out of the topic and will be assessed based on TAPS. This will be recorded on the class record sheet which will be kept in the class science folder. The sheet is to be highlighted as follows:

- green exceeding the year group objectives
 - yellow in line with the year group objectives
 - red working towards the year group objectives
- An electronic copy will be stored on the staff share under 'SCIENCE ASSESSMENT'.

Physical Education

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the progression of skills document, progression ladders and knowledge organisers.

Geography & History

This will be assessed through a multi-faceted approach including: half termly quizzes pre and post units of study, skilful questioning lesson by lesson, weekly retrieval practices, and summative disciplinary tasks such as answering the Big Question at the end of each unit. These will be moderated across year groups within the school as a form of summative assessment and means of ensuring progression throughout the curriculum. Leaders will monitor the quality and impact of the curriculum through regular pupil voice and assess the extent to which pupils know more and remember more.

Art & DT

There are no national standards set in Art and Design & Technology for primary-aged children. At St Mary's, we advocate conversation-based assessment in Art and Design & Technology which takes place on an ongoing and regular basis. Conversations take place as a class, as a group, or one to one and feed into processes of reflection and evaluation. These are not activities which should just take place at the end of projects, but throughout the creative process. This makes assessment meaningful, and not a tick-list process which bears no use or relevance to the child. This kind of assessment requires that the teacher is actively involved in each learning journey of every child. We believe this type of assessment underpins good teaching and leads to better outcomes, especially in nurturing a child's creativity.

MFL

The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Language Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit.

Religious Education

In line with diocesan expectations, children are assessed against the age related standard in three specified units of study during the academic year. The age related standards are split into three categories: Children are assessed across three 'Knowledge and Understanding, 'Engagement and Response' and Analysis and Evaluation. These units change each year. Children are assessed as being below, at or above age related expectations for that given unit.

Music

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Children also have the opportunity to peer evaluate. The use of video recordings supports the assessment process. The teacher provides verbal feedback to children during the lesson and following evaluation. Children are provided with the evaluation criteria to give them an awareness of their attainment and next steps.

Reporting to Parents

Parents receive a written report during each academic year. In KS1 and KS2, this comments on the child's academic progress in the core subjects. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Summer terms. During these meetings teachers share the pupils' age-related attainment against national expectations, next step targets and the progress pupils have made to date. An open-door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

POLICY REVIEWED: May 2022

DATE OF NEXT REVIEW: May 2023

**CHAIR OF ACADEMY REPRESENTATIVES: Mrs E Wainwright HEAD TEACHER:
Mrs Denise Mellor**

