



# St Mary's RC Primary School

## Assessment Policy

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### Introduction

Assessment at St Mary's is based upon the basic principle that high quality planning based firmly in the objectives of the National Curriculum, well-informed, challenging and inspiring teaching, which is differentiated to meet the individual needs of the pupil, and regular target-setting, meaningful feedback and daily opportunities for making progress, all contribute to a child reaching their full potential in their studies. The first step in assessment is skilful planning of teaching sequences based upon the performance descriptors as outlined in the new National Curriculum documents. Through daily marking, teachers at St Mary's are able to ascertain pupils' ongoing attainment against National Curriculum objectives and set meaningful targets based on a sound understanding of child development.

### Objectives of Assessment

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents and carers that enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### Types of Assessment

In our school will undertake two different, yet complimentary forms of assessment: formative and summative.

Formative assessment is based upon the principle that pupils will achieve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve. Questioning, gauging pupils' understanding through self and peer assessment and feedback help teachers to assess where pupils are in their knowledge, understanding and application, and formulate appropriate next steps.

Summative assessment involves standardised and moderated testing, which is undertaken at routine intervals over the academic year. The assessments take a 'snapshot' of pupil's attainment within a particular subject which, when held alongside ongoing formative judgements, aid teachers in formulating a robust picture of a pupils' knowledge, understanding and application. In line with end of Key Stage assessment against the National Curriculum, pupils are judged to be working below, towards, at or above a national standard.

### EYFS

Pupils in Year Reception are assessed against the National Baseline using Early Excellence assessment. These baseline judgements help school to set targets and track progress throughout the school. Pupils are judged to be 'expected', 'emerging' or 'exceeding' against 17 Early Learning Goals and 3 Characteristics of Effective Learning (*Statutory Framework for the Early Years Foundation Stage, 2014*).

Pupils in Year Reception are exposed to a rich learning environment, designed to stimulate opportunities for learning. Teachers use observational judgements during child-initiated learning and teacher-led sessions to inform their judgements.

EYFS profile data is used to:

- inform parents about their child's development against the ELGs and the characteristics of their learning
- support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all pupils

EYFS data is not reported nationally, but is used by the Department for Education to monitor changes in levels of children's development.

### **Teaching and Learning**

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. Throughout the lesson, teachers will review work being produced and will assess how well pupils are meeting lesson objectives. Either by questioning, working alongside pupils or reviewing the work produced within a lesson, teachers will identify pupils who: have achieved the lesson objective and need further targets to promote progress; have not yet met the lesson objective fully, and need reinforcement and guidance to meet curriculum targets.

In Reading, Writing and Maths, the school uses the Gateshead Assessment Profile framework as a tool for recording and tracking milestones in pupils' learning. From this starting point, a school assessment schedule has been developed, which aims to embed assessment in to the ongoing termly teaching cycle, allowing pupils and teachers a range of assessment opportunities from class based group tasks, to traditional test scenarios (preparing the pupils for end of Key Stage Assessments).

### **Assessment Schedule**

Assessments in the core subjects (in Years 1-6) are as follows:

#### **Reading**

Half-termly analysis of Reading ability through teacher-led Guided Reading session.

Half-termly independent Reading task based on shared text, focusing on one particular Reading Assessment focus.

Termly Reading Comprehension task focusing on an unfamiliar text.

#### **Writing**

Three/ four extended writing tasks (a mixture of fiction and non-fiction genres) per Term.

Ongoing assessment of writing, using the St Mary's writing ladders to develop understanding of the key components of quality writing, across all subjects.

Grammar, Punctuation and Spelling is taught and assessed through Guided Reading and English lessons, as well as other opportunities for writing across the Curriculum. The St Mary's writing ladders are used to identify targets for pupils in their learning.

## **Maths**

End of unit and end of term assessments from the White Rose Maths Scheme

## **Science**

Regular recall challenges

Unit specific assessment tasks completed in class

## **RE**

Termly assessment tasks taken from the 'Come and See' scheme of work - levelled in accordance with Levels of Attainment in Religious Education in Catholic Schools document (Bishop's Conference, 2007).

## **Statutory National Testing**

As a school, we must administer nationally standardised tests within specific Year groups and report attainment. At present, national testing/assessment comprises:

- EYFS Baseline – all pupils assessed by the class teacher via observational judgements at the beginning of Year Reception.
- Year 1 Phonics Screening – all pupils assessed for proficiency in phonics, against National Curriculum objectives. Reported nationally and used for school data.
- KS1 End of Key Stage Curriculum Assessments in Reading, English Grammar, Punctuation and Spelling, and Maths – forms part of Teacher's Assessment, which is then reported nationally and used for school data. Writing is assessed as 'Teacher Assessment' only.
- Year 4 Multiplication Tables Check – all pupils assessed online under timed conditions on multiplication facts within the first 12 'times tables'.
- KS2 End of Key Stage Curriculum Assessments in Reading, English Grammar, Punctuation and Spelling, and Maths – reported nationally and used for school data. Teacher Assessments sit alongside standardised scores to report a pupil's attainment at the end of their Primary School career. Writing is assessed as 'Teacher Assessment' only.

## **Target-setting**

Every school is required by law to set targets in Mathematics and English each year for those pupils who are in Year 6. At St Mary's, expected and aspirational year-end and phase-end targets are set and tracked for all pupils in Reading, Writing, Maths, Science and RE. We discuss individual targets where necessary, and communicate these to parents and carers at Parents' Consultations and in School Reports. We review the progress of each child during Termly Pupil Progress meetings, and set revised targets at the end of the academic year. Targets are used daily to inform teachers' planning, practice and use of resources (such as Teaching Assistant support).

## **Recording**

Teachers maintain assessment records and track pupils' outcomes electronically via the school's Sharepoint. All teachers are expected to keep up-to-date assessment data, tracking grids, information regarding SEND and vulnerable groups and notes from Pupil Progress meetings. Ongoing targets and indicators of attainment can also be found in pupils' workbooks. These indicators vary from subject to subject, for example Writing Ladders in English to topic grids in Science.

## **Reporting to parents and carers**

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

Twice a year, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the Spring Term), we evaluate their child's progress as measured against the targets.

During the Summer Term, we give all parents and carers a written report of their child's progress and achievements during the year. We write individual comments on all subjects of the National Curriculum, and Religious Education.

In reports for pupils in Year 2 and Year 6, we also provide details of attainment in the end of Key Stage National Curriculum tests; in Year 1 we provide details of attainment in the Phonics Screening check. Pupils in Year Reception receive a report based on the EYFS Profile.

### **Feedback to pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, our 'Feedback for Progress' (Appendix 1). This code ensures that all teachers mark in the same way, and the children learn to understand it. This is clearly displayed in each classroom and referred to regularly. Pupils are afforded time to reflect upon prior learning in order to make continual progress. In KS1 much of the feedback given is verbal, and pupils are challenged to reconsider their approach when misunderstanding occurs, or are challenged with greater application or development of understanding the focus of their ongoing targets. In KS2 pupils become more adept at accessing constructive feedback independently: reading comments that the teacher has written and responding to them in green pen, to show where they have made progress outside of the lesson.

### **Inclusion and assessment for learning**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of identified individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs. As per our SEND policy, pupils are identified as having a Special Educational Need via our SEND Flowchart, which looks at provision on offer and the impact that this is having on an individual pupil. Pupils identified as having a Special Educational Need may access additional support via the Classroom Teacher, Teaching Assistants and Learning Support Teachers, as well as additional resources and personalised learning strategies. All pupils, no matter what their educational needs, make progress at St Mary's. Progress is reviewed termly via formal Pupil Progress meetings, and individual targets are set and tracked.

### **Closing Gaps**

As we are an inclusive school, we strive to ensure that all pupils have equal opportunity to succeed at St Mary's. Any gaps in attainment are closely monitored and reviewed regularly, and a combination of teaching and learning strategies and bespoke intervention utilised to ensure that gaps between learners are 'closed' over time.

### **Moderation of standards**

All subject leaders study examples of children's work within their subject area. Subject leaders use available national exemplification materials to make judgements about the levels of the children's work. Teachers discuss and scrutinise these judgements within moderation exercises, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Teachers also engage in cross moderation within our schools cluster and Local Authority in order to ensure rigour and robustness within our assessment.

### **Monitoring and review**

The Headteacher, along with senior leaders in each Key Stage, is responsible for monitoring the implementation of this policy. A Monitoring and Evaluation schedule is employed to ensure accuracy and consistency of assessment across the school. Policies and practices are reviewed on a regular basis, in line with national standards and objectives.

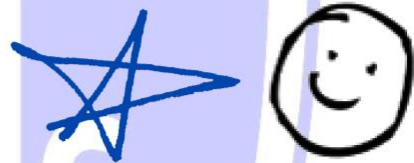
# Feedback for Progress

## REMEMBER:

- Teachers give you feedback to help you improve and make progress in **YOUR** learning.
- You will be given feedback at regular opportunities to respond to feedback in your book.
- If you don't understand something that has been written in your book, you must **ASK** your teacher and they will be happy to help you further.

## STAR/SMILEY FACE

This means you have done something really well – such as meeting one of your targets or objectives.



## THOUGHT BUBBLE

This means that your teacher would like to think about something again in order to meet your objective.

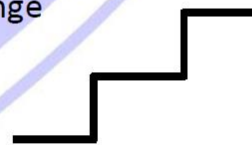
**Have a go using a green pen.**



## NEXT STEPS

This means that your teacher has set you a challenge to move on in your learning.

**Have a go using a green pen.**



## HELP

These mean that you've had a little bit of help or guidance from an adult for you to make progress in your learning.

