

# Assessment Policy



## St Catherine's Catholic Academy September 2022

Our Mission is to behave in the way Jesus taught us. He said "I have set you an example: that you learn that you are all equal, that the Master is no more important than the servant, and that you should behave kindly and humbly towards each other."

**Date of Update** – September 2022

**Date of next Review** – September 2023

**In our school we believe that:**

- Assessment is an integral part of the teaching and learning process and is not something that can be “bolted on” afterwards.
- Assessment is a teaching tool for enhancing rather than stifling teaching and learning.
- Assessment takes account of personal, social, physical and intellectual development.
- Effective assessment is on-going, and forms part of the teacher’s planning, preparation, delivery and evaluation of lessons, units of work and topics.
- Assessment leads to excellence, enjoyment, motivation, independence and self-esteem in all areas of learning.

In carrying out assessment we must ensure that all children have the opportunity to demonstrate their achievements in a variety of ways, and that decisions made about children’s performance are accurate, fair and consistent.

The expectations of staff and pupils are that assessment will enable pupils to know *what they are supposed to be learning, what they have achieved, and how they can improve.*

**Our challenge is to ensure that assessment is:**

- Accurate -- *knowing the standards, judging pupils’ work correctly, knowing the National Curriculum objectives for each year group*
- Fair - by using valid methods
- Reliable -- *ensuring consistent judgements, based on a range of evidence*
- Useful -- *identifying barriers to learning and planning and discussing next steps in learning*
- Focused -- *identifying where children might benefit from 1-1 or small group support boosters/pre teach*
- Continuous -- *enabling transfer between years and schools*

**We believe Assessment should:**

- Be part of effective planning
- Focus on how children learn
- Central to classroom practice
- Develop self and peer assessment
- Recognise all educational achievements
- Be a key professional skill
- Help learners know how to improve
- Promote understanding of goals and criteria
- Be sensitive, constructive and foster motivation

## **Summary of assessment procedures for all subjects**

### **Foundation Stage**

- The children in our Foundation Stage are taught based on the objectives in the new EYFS Framework.
- They are assessed using the EYFS profile.
- During Autumn 1, the children are assessed and a baseline stage is generated.
- Assessments are also formally inputted at the end of the autumn and spring term, and again in the summer term.
- Assessments in Foundation Stage are continuous and ongoing.
- Any assessments/observations are recorded in each child's portfolio
- Before an assessment level is decided, the teacher uses all the evidence gathered to make a judgement.

### **Children in Y1-Y6 will be awarded one of four stages at each assessment point for Reading, Writing and Maths (termly):**

- Pre Key Stage (PKS)
- Working Towards expected standard (WTS)
- Working at the Expected standard (EXS)
- Working at a Greater Depth within the expected standard (GD)

Children are targeted one of the above stages in relation to their previous key stage result. For example, if a child in Y4 achieved the expected standard in Y2, then they would be targeted to achieve expected standard in Y4. There may be occasions however where a child has made accelerated progress, therefore they target would be adjusted to Greater Depth to reflect this.

Children will be assessed formally each term, and will be expected to be working within their target stage each term. For example, if a child is targeted to achieve expected standard (EXS), then they are expected to achieve expected standard each term (EXS term 1----EXS term 2---EXS term 3).

**For RE assessment procedures, please see RE policy**

**For Curriculum assessment procedures (including Science and Foundation subjects), please see the area of Curriculum policy**

### **Assessment system**

#### **Maths, reading and writing**

- The Assessment Progression System uses the Curriculum Year Group objectives for each child's year group. All children will learn and be assessed on their year group curriculum unless a child has been identified as having any complex cognitive needs.
- We use a school specific data sheet to track children's learning through termly testing and teacher assessments. The sheet consists of objectives from the National Curriculum and specific learning points from our expectations. These tracking documents are used to assess pupil progress, and to generate an award each term (WTS, EXS, GDS)

At the end of Y2 and Y6, children's writing will be teacher assessed formally against a set of DFE writing standards. See the link for more information

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

### **Assessment takes a number of forms:**

Assessment for Learning practices are ongoing throughout all lessons.

For example:

- Focused questioning
- TYP (Talk to your partner – peer assessment)
- Plenary/assessment sessions throughout lessons
- Critiquing and peer assessment
- Use of green pens for reflections
- Children's self-assessment of their learning
- Low stakes mini-quizzes/tests at various stages in a unit to check progress
- Effective use of retrieval techniques to ensure learning is transferred from short term to long term memory.

In guided group activities/1:1 activity, interventions for Reading, (Inc RWI), Writing and Maths pre and post teach.

Timetabled assessment sessions.

- Reading – During RWI assessment week, (approx. every 8 weeks) children working within RWI levels are assessed using the RWI scheme. From term in Y1- Y6 all children will take a reading comprehension test which will be used alongside teaching assessment to formulate a level (WTS, EXS, GD) These tests are by NFER and are taken termly
- Writing – Final drafts/presentation pieces are used inform planning and assess children's development since their last writing units. Termly, these are assessed using a criteria checklist for writing and are added to the Writing Trackers to identify successes and gaps. This tracker also assesses the child's spelling, punctuation and grammar.
- Maths – Maths is formally assessed termly using specific school created testing against the National Curriculum. Testing which supports the mastery curriculum. Alongside a teacher assessment judgement, these tests are used to formulate a level each term (WTS, EXS, GD).

### **Progress and Target Setting**

Targets for all areas are always set based on the previous key stage outcome. E.g. A child who was above age related expectation (ARE), at Key Stage 1, will be targeted to achieve above for all the year groups within Key Stage 2. Children who were at ARE at Key stage 1 will be targeted achieve at least expected within Key Stage 2. Children who were below ARE at Key Stage 1 will be monitored and assessed regularly, and based on their needs, progress

and the result they achieved at Key Stage 1, a target will be developed which targets them to achieve the expected progress/same position in relation to ARE across Key Stage 2. The same will happen for all children for Key Stage 1, based on EYFS results.

### **Assessment Recording and Reporting**

- Teachers are responsible for the monitoring, and feeding back accurately and frequently in keeping with Feedback Policy agreed by staff. Teachers will provide constructive oral and written feedback, and set targets for pupils' progress.
- Assess and record each pupils' progress systematically, according to policy requirements including working alongside the Assessment Leader.
- Provide SLT with information with regards to pupil progress and concerns with specific pupils' progress where relevant.
- Prepare and present informative reports to parents – 3 times per year to support parent's evenings and end of year reports.
- Understand the expected demands of pupils in relation to year group expectation or end of key-stage descriptions.
- Recognise accurately the year group at which a pupil is achieving and assess pupils consistently.
- Understand and know how national, local, comparative and school data, including Year Group/stage expectations and PAM assessments can be used to set clear targets for pupils' achievements.
- Use different kinds of assessment appropriately for different purposes including NC and other standardised tests and baseline assessment where relevant.

### **Pupil Progress Reviews (PPRs) and Data Input**

An award for each pupil is entered for all subjects on a termly basis on trackers. For Maths, reading and writing, these are checked by the assessment lead and imputed onto SIMs, this is then transferred to the assessment system in school to be analysed by different groups and discussed with staff.

A PPR is then carried out with the Assessment leader/SLT and the class teacher. During this PPR there will be clear discussions around the attainment level of the child and the progress made towards the target. Children are RAG rated and for those children with Amber or Red a Raising Attainment plan is created. This is then monitored and reviewed at the next term's PPR.

The PPR form contains information from the previous year, the child's current end of year target, previous key stage result and Autumn, Spring, Summer assessment data.

Percentages children at ARE/RAG towards targets are shared with Teachers/SLT/Governors following each data input session and PPR.

Vulnerable groups of children are monitored closely to ensure progress e.g. deprived children and those with special needs.

**Record Keeping**

The main purpose of record keeping is to support the teaching, learning and assessment process. What is key is that records kept are:

- Easy to interpret
- Inform the teacher/SLT and governors of attainment / provision
- Simple and time effective to complete