

# St. Mark's Catholic Primary School

## Policy for Assessment

*Proudly and joyfully, we love, live and learn as God's children.*

### Rationale

Assessment is a continuous process which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At St. Mark's Catholic School, we use the National Curriculum as a starting point for all of the teaching and learning experiences that we provide for our children.

### Aims

- To monitor and accurately record the attainment and progress of individuals, groups and cohorts. ☒
- To use attainment and progress information to guide teachers' planning, strategies and use of resources and plan intervention. ☒
- To inform parents and the Governing Body about progress and attainment. ☒
- To ensure a consistent approach to measure progress towards and against national standards.
- To ensure that assessment is accurate, fair, reliable, useful, focused and continuous.

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.*

Assessment data informs performance management targets to ensure pupil progress is at the heart of whole school performance.

### Assessment in KS1 and KS2 at St. Mark's Catholic Primary School

Formative assessment and summative assessment procedures are used to gain information on progress and attainment.

### Assessment for Learning

- Use of differentiated questioning
- Use of RAG (Red, Amber and Green) to indicate achievement of the learning objective in core subjects.

- Self-assessment and peer assessment used daily.
- Mini plenaries during lessons and end of lesson plenaries.
- Key questions in feedback – spoken and written.
- Marking feedback with responses from children.
- Informal observations.

### Same day Interventions

- An intervention group of children are identified from an assessed task and the intervention is delivered the same day as the completed task by either class teacher/intervention teacher or teaching assistant.

### Planned interventions

- In guided group activities/1:1 activities, interventions for Reading, Writing and Maths, the teacher/teaching assistant makes observational notes which contribute to assessment judgements and future teaching and learning activities.

### Timetabled assessments

- Every term, the children complete a standardised termly assessment in Reading and Maths. This validates teacher assessment judgements and enables teachers to accurately measure and predict pupil progress and benchmark pupil performance against national averages.
- RWI (Read Write Inc) assessments are conducted every half term for children on the RWI programme. The assessments are then used to inform phonics groupings the following half term.
- Children who are below ARE in Reading, complete a Reading Age test every term.
- Extended writing sessions are marked in depth to inform teacher's planning and assessment of writing and to validate teacher judgements. Termly moderation meetings take place with other schools locally and at least 6 pieces of extended writing is completed every term.
- Standardised practice tests are completed in Years 2 and 6 in preparation for the National Standardised tests.

### EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

## How we track progress and attainment of pupils at St. Mark's Catholic Primary School

At St. Mark's we assess children against the new curriculum framework and we have a robust assessment system, based on Learning Ladders, which tracks and monitors pupil progress across the school in core areas of the curriculum.

Every half term, each class teacher will meet with the SENDCo, Teaching, Learning and Assessment Co-ordinator and the Head Teacher for a pupil progress meeting. At this meeting, assessment data is scrutinised in detail by the senior leadership team, including books, records and any other evidence of learning and progress. A raise attainment plan (RAP) is formed to best meet the needs of identified children so that at least expected progress is made by the next half term.

### Stages of learning in every class: Years 1–6

We use the same terminology in each year group. The stages in learning are:

Terminology	What does it mean?	When is it expected?
Year _ Low	Has shown an emergent grasp of the year group objectives and has achieved about a third of the objectives.	End of Autumn term
Year _ Mid	Is secure in at least half of the objectives and is working towards achieving two-thirds of all the objectives.	End of Spring term
Year _ High	Has demonstrated all of the end of year objectives.	End of Summer term

Year _ High #3	Has demonstrated all of the end of year objectives and can use and apply skills confidently.	End of Summer term
Year _ High #4	Has demonstrated a deep understanding of the end of year objectives and can use and apply skills confidently and independently in a range of contexts.	End of Summer term

For example;

A child who is in Y2 and is working at age related expectations will be:

- By the end of the Autumn term: emerging towards achieving the Year 2 key objectives (Year 2 Low) ;
- By the end of the Spring term: working towards achieving the Year 2 key objectives (Year 2 Mid) ;
- By the end of the Summer term: achieved the Year 2 key objectives (Year 2 High).

The focus is on the breadth and depth of a child's learning. This means that we approach concepts from various angles in order to deepen a child's understanding and application of their learning.

For each objective on the learning ladders, a teacher will date it to indicate that a child has achieved it. Once a child has demonstrated that they have achieved an objective three times, it is then highlighted to show that the child is fully competent at the objective. This indicates how deep a child's knowledge, skills and understanding is in relation to each objective.

During each half term, the child will be assessed as to how well they have achieved various objectives.

## Frequency of Assessments

Assessments are formally entered onto our school tracking system at the end of every half term. However, judgements are ongoing throughout the year using formative assessments in the classroom. The learning ladders are used on a regular basis and they are used to inform planning, teaching and learning activities.

## How Judgements are Moderated:

- The senior leadership team moderate judgements at pupil progress meetings with teachers every half term.
- Teacher judgements are moderated in school every term.
- Judgements are also moderated with other school in the local area to ensure accuracy and standardisation across schools.

## Children who are high attainers

For children who have securely met their end of year objectives, rather than moving on to the next year's curriculum, these children will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.

## Children who have special educational or disability needs

Less able children have specific learning plans that will meet their needs. They will be expected to make progress in line with their peers, but they may not, because of their special needs, meet year group objectives. Our assessment and tracking systems, however support, challenge and monitor their progress.

## Children who are falling behind.

Any child who is working below the age-related expectation, is given personalised learning opportunities to help them reach their potential. We have intervention systems that aim to address misunderstandings or difficulties as soon as they arise. On a daily basis, intervention strategies allow children to catch up ready for the next lesson. Over time, intervention systems and quality first teaching help children with large gaps to make accelerated progress and catch up with their peers.

## Reporting to Parents/Carers

We use the following systems to keep parents informed about their child's achievement and progress:

- Half termly targets are sent home.
- Parents are informed at the earliest convenience when a teacher wishes to discuss a child's learning with the parent.
- Parent Consultation meetings per term.
- End of school year annual reports.
- Meetings arranged as appropriate where concerns or worries have arisen.