MISSION STATEMENT

We love God and each other and follow the example of St Teresa.
We enjoy learning together and doing our best in a happy, healthy and welcoming community.
We learn to be responsible and caring citizens.
“Let us do little things well today”.
   St Teresa

“My role, as teacher, is to evaluate the effect I have on my students.” John Hattie, 2012 Routledge publishers. At St Teresa’s, we use assessment to evaluate the effect of teaching and learning through attainment and progress regularly to personalise learning for the individual child.

Assessment is the process whereby the educational achievements of pupils are closely monitored. This information is used as a diagnostic tool in order to develop appropriate strategies to cater for a child’s individual needs and to ensure progress. Records are accounts of a child’s progress.

Children are assessed in a variety of ways and records are kept of their individual progress to:
• support their educational, emotional and social development
• communicate their achievements to all relevant parties, including the child
• motivate and encourage them in order to raise their self-esteem by recognising achievements
• use as a diagnostic tool for identifying strengths and weaknesses so that work can be matched to their needs
• aid and inform curriculum planning
• ensure continuity, progression and differentiation
• manage the delivery of the curriculum so that teaching and resources are used to maximize effective learning
• identify cohort weaknesses and gaps in learning

Planning and assessment
Plans identify areas for assessment: weekly plans outline opportunities and strategies, monitor progress and inform future planning and learning objectives.
• Assessment for Learning
• Assessing Pupil Progress

Approaches/Strategies used for Assessment
Our assessment procedures are comprehensive and include
• discussing/questioning
- verbal feedback
- Extending learning through challenges, questions and problem solving
- Observations
- marking/evaluating work
- children’s self-assessment/ peer assessment
- formal testing
- children’s response to verbal feedback during the lesson

**Formal Assessment and Record Keeping/Annual Time table is attached.**

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year R.</td>
<td>Foundation Profile</td>
</tr>
<tr>
<td>Years 2 and 6</td>
<td>End of Key Stage SATs</td>
</tr>
<tr>
<td>Years 3, 4 and 5</td>
<td>End of Term tests (Maths, Reading, and Writing)</td>
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</tbody>
</table>

Testing formally at St Teresa’s should be an aid to enhance teaching and learning, and not primarily as a barometer of how much a student knows now. Teachers therefore use tests according to the needs of their class and to identify gaps in learning in order to teach from.

**Assessment Information (Target Tracker)**

In December 2017, St Teresa’s made the move to Target Tracker as a new assessment system. This system uses the skills from the National Curriculum for each year group. The Teacher assesses each child’s knowledge of each skill in each subject regularly through the use of discussions, guided groups, application, observations and test data. These statements are highlighted as the half term progresses then the teacher makes an overall judgement on the attainment of the child.

Target Tracker is made up of Bands and Steps.

A band represents a year group. For example, band 1 is year 1. Within each band, there are 6 steps as follows:

- Beginning (b)
- Beginning plus (b+)
- Working within (w)
- Working within plus (w+)
- Securing (s)
- Securing plus (s+)

We expect pupils who are on track to meet national expectations to

1. Be Beginning in the current, year group appropriate band by Christmas
2. Be Working Within in the current band by Easter
3. Be Secure by the summer

Target Tracker requires the children to work at a W+ (working within +) the current band by the end of the year. In order to maintain high standards and high expectations at St Teresa’s, we have set the expectation to one step higher to a Secure to challenge our pupils and maintain high outcomes for our pupils.
Assessing the statements from the national Curriculum

Target Tracker, known from here on in as TT, has taken the statements from the national curriculum and put them into the bands for each year group. Band 5 is the year 5 curriculum. At St Teresa’s we teach to our band the skills for our year groups.

Through summative and formative assessment, we will highlight the statements on TT to show what the individual child has achieved. When we highlight statements in TT, there are 3 colours, red, blue and gold. As a school, the agreed way in which to highlight these skills based statements for each band are as follows:

<table>
<thead>
<tr>
<th>Red – nearly got it</th>
<th>Blue – got it</th>
<th>Gold – smashed it</th>
</tr>
</thead>
</table>
| The child has shown you **several times but needs reminders and prompting.** The child will use your scaffolds but cannot do this without reminders, prompts or models. The child is **BEGINNING** to understand this statement. | The child has **FULLY** understood this statement. The teacher will have evidence of the child demonstrating this skill independently and without scaffolding or reminders over multiple pieces of learning. Teachers **should ideally have at least 3 pieces of evidence**, in books, tests or the child has verbalised it and it is on an annotated plan. | **MASTERY, Greater depth and Deep learning of the skill**

The child has demonstrated **DEEP** learning and application of this skill in an **NON- ROUTINE** problem. |

The bar of attainment will move accordingly. It is down to teacher judgement on whether they agree with this bar and assign the step and band for each child. No child will be able to move backwards – progress is shown through statement highlighting. The average child will move **one step per half term**.

For the year 2017-2018, the average St Teresa’s child progressed 4 steps. From 2018-2019, the average and expected progress for a St Teresa’s child is **6 steps**. The average St Teresa’s child will **attain an S (secure)** within their band for their academic year group.

**Showing higher attainment**

Higher attainers cannot exceed the current band for their year group. This is to enable depth of learning, not breadth. Progress will be seen for these children through gold highlighting on the skill statements on Target Tracker. Evidence of this will be seen multiple times in the children’s learning.

**Thematic Planning**

Staff assess pupils’ skills and progression against age appropriate targets. Evidence of work is kept. The curriculum leader and subject leaders are responsible for ensuring a balance in the curriculum for all children. Planning meetings take place to review provision and progress yearly. The Curriculum leader and subject leaders monitor work and provides feedback.

**Pupil Progress Meetings**

Pupil Progress meetings are held regularly to review pupils’ progress toward their targets. At St Teresa’s, we do not want to over burden staff with Pupil Progress meetings every half term and therefore take the advice from the Ofsted 2019 document that they are held no more than 3 times a year. Present at Pupil Progress meetings are:

- Headteacher
The Pupil Progress meeting is a supportive meeting that analyses the data with the teacher where targeted pupils are discussed for their progress or attainment. Trends in data are also analysed to improve the curriculum for the cohort accordingly. As a team, we discuss next steps for the focus pupils which are reviewed for the next meeting. All staff are held accountable for the progress that children are making. Target children are identified and monitored, then interventions are put in place for children who are not on track in terms of progress or attainment. These interventions are evaluated half-termly.

The Pupil progress meetings take place:

1. October – to monitor the children settling in and ensure SEND interventions are working well for the pupils/teachers
2. January – review of term 1 and set next steps for the pupils
3. April – review of term 2 and set next steps for the pupils

In July, teachers meet and pass on the information surrounding their classes including interventions, key information and next steps for their pupils.

Every half term, the data is analysed for the class teachers by the assessment leader. Formal meetings do not take place in February or May unless requested by the class teacher.

**Subject leadership and Assessment**

Subject leaders monitor their subject area and carry out work scrutiny and data tracking. Actions from the monitoring should be linked to the subject leader’s action plan and subject development. Subject leaders produce an annual action plan for their subject area and evaluate it annually. These are available for Governors to look at upon request.

**The Role of the Teaching Assistants**

Teaching Assistants are involved in pupil assessment. They support teacher assessment, helping to diagnose strengths and weaknesses, and are guided by teachers as to when and what to assess. Different class teachers will ask their teaching assistants to monitor the progress of groups in different ways, written or verbal. The expectation is that all teaching assistants monitor the children’s progress and attainment of the learning objective within the lesson.

**Reporting to Parents**

Parents may make an appointment (through the School Office) to meet with their child’s class teacher(s) to discuss progress/areas of concern at any time throughout the year. Open Evenings are held in the Autumn and Summer when parents are able to discuss the progress of their children. Written reports are completed and distributed in the Spring term. Parents have the opportunity to discuss reports with staff and also feedback in writing. At the end of the Summer Term, parents will be informed of their children’s progress using a report format on Target Tracker. This will allow the parents to have a firm and clear understanding of how much progress their child has made throughout the year.
Assessment and Marking

Marking will have a clear purpose for either the child or the teacher, depending on the learning objective. Effective feedback is proven to impact students the most in terms of progress in their time at school. (educationendowmentfoundation.org.uk) Effective feedback, either written or verbal should be effective and as immediate as possible for ultimate impact. All feedback should be specific, accurate and clear.

Written work is marked to:
- aid planning
- encourage children to recognise their achievements (“it was good because…”)
- raise their self-esteem
- provide children with clear feedback, constructive comments, ways forward and goals and targets.

The form of marking depends upon the subject, activity, task and age of the children involved. It may be oral, written, and may involve immediate feedback during the lesson. Corrections are completed as and when teachers feel they will benefit the child. The teacher’s role in marking varies e.g.
- teacher as editor — helping to improve work
- teacher as proof reader — correcting errors
- teacher as examiner — making judgements about the standard of work
- teacher as monitor — checking completion of work

Verbal feedback should:
- identify what the child has done well
- compare what the child can do now with what they had done previously
- encourage and further support the child’s learning journey
- provide specific guidance on how the child can improve
- provide a challenge or achievable, yet challenging, goal.

Children are involved in the marking and feedback process by:
- making them aware of the purpose of marking
- making them aware of the criteria used to mark a piece of work
- responding to teacher comments
- being encouraged to self-assess identifying their strengths or gaps in learning
- enabling them to mark and correct their own work or mark another child’s work (especially a practice/practical type of activity). The teacher will always review this marking.

Approved by Governors: 27th March 2018
Reviewed: Spring term 2019
To be reviewed: Spring term 2022
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>I know my work is correct</td>
</tr>
<tr>
<td>✗</td>
<td>I know my work is incorrect</td>
</tr>
<tr>
<td>------</td>
<td>I can put a line through a mistake</td>
</tr>
<tr>
<td>sp</td>
<td>I need to check and correct the spelling of this word</td>
</tr>
<tr>
<td>t</td>
<td>Wrong case</td>
</tr>
<tr>
<td>^</td>
<td>I need to add a missing letter or word</td>
</tr>
<tr>
<td>①</td>
<td>An adult helped me with this work</td>
</tr>
<tr>
<td>○</td>
<td>I need a full stop</td>
</tr>
<tr>
<td>_</td>
<td>I do not need a full stop</td>
</tr>
<tr>
<td>//</td>
<td>I need to start a new paragraph</td>
</tr>
<tr>
<td>V</td>
<td>Verbal Feedback</td>
</tr>
<tr>
<td>PA</td>
<td>Peer Assessed</td>
</tr>
<tr>
<td>SA</td>
<td>Self Assessed</td>
</tr>
<tr>
<td></td>
<td>Improve this word</td>
</tr>
<tr>
<td>*</td>
<td>Add more detail</td>
</tr>
</tbody>
</table>

**Key Stage 2**

| [ ]? | I need to reread this part of my work to check it makes sense |
| P    | I need to check my punctuation |