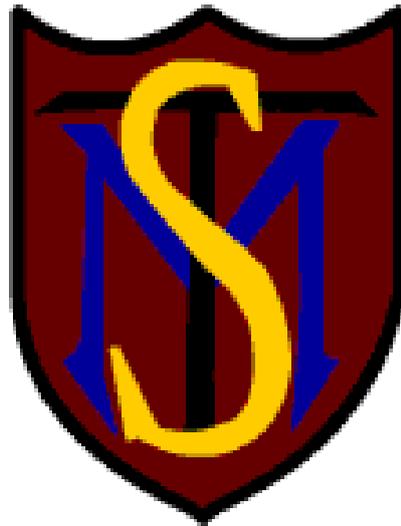


St Thomas More Catholic Primary,  
A Voluntary Academy

Assessment Policy 2018 2019



Jesus said:

“Love one another as I have loved you.”

At St Thomas More’s School our Mission is to allow everyone to love and be loved.

We believe that Love is:

Kindness, justice, tolerance, forgiveness and friendship; it is unconditional and inclusive, allowing each one of us to learn and grow to become the wonderful person God created us to be.

Assessment lead: Claire Round

Review date: 2019/2020

Linked polices: English, Maths, Learning and Teaching

### **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 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, which is stored on online software for assessment tracking.
- ❖ 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 all foundation subjects and core subjects (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 their 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**

### Assessment system (NC and PAM)

#### 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 PAM sheet to track children's learning through termly testing and teacher assessments. The PAM sheet consists of objectives from the National Curriculum. These tracking documents are used to assess pupil progress, and to generate an award each term (WTS, EXS, GDS)
- ❖ For each objective teachers will need to award:
  - 3 = working at a Greater Depth within this objective
  - 2 = the child has fully met the objective therefore expected standard
  - 1 = the child has partially met the objective therefore is working towards
  - 0 = A child has shown no understanding of the objective therefore pre key stage

- A blank square means the child has shown no understanding of the objective

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 three main forms:**

- ❖ Assessment for Learning practices are ongoing throughout all lessons. E.g,
  - Use of lollipop sticks for questioning- no hands up, all children ready to answer
  - TTYP (Talk to your partner – peer assessment)
  - Plenary/assessment sessions throughout lessons
  - Critiquing and peer assessment
  - Use of purple polishing pens
  - Children's self-assessment of their learning
  - Mini-quizzes/tests at various stages in a unit to check progress
- ❖ In guided group activities/1:1 activity, interventions for Reading, (Inc RWI), Writing and Maths pre and post teach, Use of TA checklist with targeted support children on the list for each Maths and English lesson.
- ❖ Timetabled assessment sessions.
  - Reading – During RWI assessment week, (approx. every 8 weeks) children working within RWI levels are assessed using the RWI scheme. From Summer 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 'head start' and are taken termly.
  - Writing – Big Write sessions (every 2-4 weeks) inform planning and assess children's development since their last big write. Termly, the big writes are assessed using a criteria checklist for Writing, and a position on the Writing Assessment System is awarded for each based on the number of objectives fully met. There are some non-negotiable (grey) criteria which each child needs to achieve before their teacher can say they are working within a stage. Some teacher's use the Writing criteria to assess their children more frequently, depending on the needs of their children.
  - Spelling, Punctuation and Grammar – SPaG is assessed half termly alongside the child's writing use a 'grammar hammer' quiz. This are used to support a child's judgement in their writing.
  - Maths – Maths is formally assessed termly using 'white rose' testing which supports the maths 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 marking, monitoring, and feeding back accurately and frequently in keeping with Marking 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 to transfer information on to SIMs.
- ❖ 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.
- A PPR is then carried out with the Assessment leader/SLT and the class teacher.
- 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.

- At each PPR, the child’s progress towards their target is coloured RAG. Red – Not on track to achieve target, Amber – on track to meet, Green – will definitely meet target/ has already met or exceeded target.
- Percentages children at ARE/RAG towards targets are shared with Teachers/SLT/Governors following each data input session and PPR.
- The school analyse the Average Point Score using the Assessment Progression System scores for each area, and for each group, within each class. Areas for support and development will be identified and weaknesses (whole school trends/individual areas/specific to one class) will be targeted.
- Vulnerable groups of children a 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

Records should be kept up to date and well organised. These should be available to SLT and subject leaders at all times:

- Online Planning file – containing completed and current MTP and STP, and all current assessment data.
- Teacher assessment evidence for progress in all subjects should be apparent in books.
- Maths Assessment File – containing each child’s latest white rose assessment, SPAG test, spelling test and PAM tracker.
- Writing Assessment File – containing each child’s PAM Writing assessment individual record.
- Reading – containing each child’s head start assessment and PAM tracker.

<b><i>The Records We Keep</i></b>	<b><i>Why and When We Keep Them</i></b>
<ul style="list-style-type: none"> <li>◆ Medium term/long plans</li> <li>◆ Curriculum maps</li> <li>◆ Mastery thematic planning</li> </ul>	<ul style="list-style-type: none"> <li>◆ To ensure that a broad and balanced curriculum is being delivered. To plan ahead for a unit of work. To plan for assessment opportunities. Kept to monitor the curriculum.</li> <li>◆ Uploaded on to Staff Share and annotated / reviewed on an on-going basis</li> <li>◆ Levels of children working at, below and above are noted at the end of each unit</li> </ul>
<ul style="list-style-type: none"> <li>◆ Short-term mastery plans for all subjects</li> </ul>	<ul style="list-style-type: none"> <li>◆ To plan for excellent learning opportunities for all children. Kept to monitor these opportunities.</li> <li>◆ Ensure that these are reviewed regularly to meet the needs of all pupils</li> </ul>
<ul style="list-style-type: none"> <li>◆ PAM Assessment Files</li> </ul>	<ul style="list-style-type: none"> <li>◆ To ensure accurate and detailed logs of progress and attainment are maintained.</li> <li>◆ To ensure any new staff have a good understanding of the children they are teaching</li> </ul>

	<ul style="list-style-type: none"> <li>◆ For moderation purposes.</li> </ul>
<ul style="list-style-type: none"> <li>◆ Pupil/teacher dialogue</li> </ul>	<ul style="list-style-type: none"> <li>◆ Notes, observations, Guided group notes, interventions etc, kept to provide PAM judgement evidence</li> <li>◆ Often spontaneous, usually part of teaching used to inform planning.</li> </ul>
<ul style="list-style-type: none"> <li>◆ Reports to Parents</li> </ul>	<ul style="list-style-type: none"> <li>◆ Indicating their child's strengths and next steps, providing a foundation for discussion of the child's attainment and leading to the setting of targets for learning.</li> <li>◆ <i>Sent out as an addition to each parents evening and as a full written report each July</i></li> </ul>
<ul style="list-style-type: none"> <li>◆ MER information (ie: Lesson Obs, Book Scrutiny, etc)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Records of all monitoring undertaken by Subject Leaders to inform future action by teachers or SL, and for the development of subjects</li> </ul>
<ul style="list-style-type: none"> <li>◆ Subject Leaders' files – Staff Shared</li> </ul>	<ul style="list-style-type: none"> <li>◆ To plan action over the next 12 months.</li> <li>◆ To focus improvement and development.</li> <li>◆ To ensure that curriculum manager has clear overview of where each subject is heading.</li> <li>◆ To evaluate resources.</li> <li>◆ To assess progress and attainment across school</li> </ul>
<ul style="list-style-type: none"> <li>◆ Pupil tracking sheets – stored on SIMs and available on Staff Shared</li> </ul>	<ul style="list-style-type: none"> <li>◆ To give an overview of and track each year group's progress through the school on a termly and yearly basis</li> <li>◆ To set challenging targets for all children based on their current levels and their progress through school</li> </ul>
<ul style="list-style-type: none"> <li>◆ Records of Pupil Progress Reviews (PPRs)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Kept as evidence of high quality assessment and provision dialogue between class teacher and SLT</li> </ul> <p><i>Kept three times a year, after Assessment Input weeks (towards the end of a term)</i></p>