

St Thomas More Catholic Primary,
A Voluntary Academy

Assessment Policy



The objective of our assessment system is to improve pupils' development, progress and achievement.

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*
- ✓ 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

Assessment Structures at St Thomas More

Assessment takes three main forms:

- ❖ Assessment for Learning practices are ongoing throughout all lessons. E.g,
 - Use of differentiated lollipop sticks for questioning
 - 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

- ❖ In guided group activities/1:1 activities, interventions for Reading, (Inc RWI), Writing and Maths, the teacher/teaching assistant makes observational notes which contribute to PAM (Primary Assertive Mentoring) judgements. These are then shared and stored by the class teacher.

- ❖ Timetabled assessment sessions.
 - Reading - During RWI assessment week, (approx. every 8 weeks) children working within RWI levels are assessed using the RWI scheme. Children working above the RWI level will be assessed using a written comprehension test, which will be used alongside guided reading observations to form an overall level. Reading tests are given to children who are above the RWI levels. These are done termly and are used alongside guided reading to make a judgement on a child's stage, progress and next steps.
 - Writing - Big Write sessions (every 2-4 weeks) inform planning and assess children's development since the last big write. Half termly, the big write's 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. A child's teacher uses the sets of SPaG criteria to determine where within their stage a child is working. Each stage is split into 5 sub-stages. To determine the position on the stage scale, the child's teacher looks at the weekly 'grammar hammer' quizzes, and any other assessment information they have gathered, in order to make an informed judgement on which objectives have been fully achieved.
 - Maths - Maths is assessed half termly. A child's teacher uses the sets of Maths criteria to determine where within their stage a child

is working. Each stage is split into 5 sub-stages. To determine the position on the stage scale, the child's teacher looks at the weekly 'big maths' quizzes in addition to a half termly assessment and other assessment information they have, to make an informed judgement on which objectives have been fully achieved.

The Development of the New Assessment System at STM.

- ❖ The new assessment system was introduced at STM in autumn 2017.
- ❖ The school are developing a thorough and detailed understanding of this system.
- ❖ Since September 2015, with the removal of the NC levels, the school have embraced a system for assessment which mainly combines the new PAM assessment system, and the STAT Sheffield (Schools Tracking and Assessment Tools) system, which many schools in Doncaster use as an assessment tool.
- ❖ The Assessment Progression System (Appendix 1) has been re-designed in order to ensure that progress is able to be tracked for each child, in each stage.
- ❖ This system will enable us to work with other schools across the diocese and Doncaster to moderate, whilst developing a system which has been proven in other settings to inform teaching, learning and progression effectively.
- ❖ The Assessment Progression System uses the Curriculum Year Group objectives, but describes these as 'Stages.' E.g. A child working within the Year 3 curriculum would be described as working within Stage 3. This is the way in which assessments will be presented to parents and our children.
- ❖ Each of the stages on the Assessment Progression System is split into 5 stages - Pre-Stage, Entering, Developing, Secure and Mastered. The position within the stage is dependent on the number of objectives a child has achieved.
- ❖ The adapted PAM assessments and Assessment Progression System are used to assess Numeracy, Reading and SPaG. There is a different system for writing.
- ❖ The adapted PAM assessments are currently used to assess pupil progress, current place within their stage and to inform next steps in whole class, small group and 1:1 teaching.
- ❖ Each of the adapted PAM assessments have a list of criteria by which, teachers assess their children - these criteria have been taken from the new National Curriculum. Each criterion is marked based on the teacher's assessment of the child using a number of sources (a PAM test/Big Write/Class teaching observations/TA feedback sheets following group sessions and boosters/Guided Reading feedback sheets.)

- X = the child has fully met all aspects of the criterion
 - / = the child has partially met most or all of the criterion
 - . = the child has shown some understanding of the criterion
 - A blank square means the child has shown no understanding of the areas listed within the criterion.
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- ❖ For SPaG and Maths, each child is assessed using an adapted individual PAM assessment sheet, which contains the objectives for the stage they are currently working within. This may be above or below the year group they are actually in - based on teacher judgements and previous assessment information.
 - ❖ For Reading, children are assessed using a standard test. This and a teachers judgements from guided reading inform an overall judgement. The evidence gathered from guided reading is marked on an adapted PAM grid to inform future guided reading sessions.
 - ❖ For each child, an individual assessment sheet will be completed. Each assessment will be added to the same individual PAM assessment sheet, until the child moves on to working within a different stage.
 - ❖ After each PAM assessment, all the children within the class who are working within the same level are placed on to class overview sheets. These are then used to inform whole class teaching. These can also be used to inform interventions and small group support.
 - ❖ A different system is used to assess writing, which is in line with the descriptors given at the end of the key stage, and the objectives given in the National Curriculum. Descriptors have been developed based on the Primary National Curriculum End of Key Stage Expectations. There are 3 sets of objectives, Key Stage 1, Lower Key Stage 2 and End of Key Stage 2. Each of these sets of objectives contains non-negotiable elements which the children need to achieve in order to be working at the stage. The writing progression system is not progressive, and instead uses descriptors to describe a child's position (Appendix 2)

Greater Depth/ Mastery level learning at STM

Greater Depth

The 2014 National Curriculum states that “the expectation is that the majority of pupils will move through the programmes of study at “**broadly the same pace**” and that “pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems **before any acceleration through new content**”. There is an expectation that pupils who are already working at the year group expected level will have opportunities to explore and deepen their understanding through a breadth of opportunities to apply this knowledge in different contexts e.g. problem solving. Therefore assessment for most able children is based around depth and breadth of application before any progression beyond the year group expectation is sought. The table below illustrates how teachers can plan for the ‘**Deeper**’ learning:

Depth of learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support/ Quantity	Typically, pupils will...
Basic (Remembering)	Low level cognitive demand. Involves following instructions	Modelling Explaining	Instructional e.g. Steps to Success	Acquiring	High / Some	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise
Advancing (Understanding / Applying / Analysing)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making	Reminding Guiding	Guidance e.g. Remember to include...	Practising	Medium / Most	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare
Deep (Evaluating / Creating)	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers	Coaching Mentoring	Learner generated	Deepening understanding	Low / All	Solve non-routine problems, appraise, explain concepts, hypothesis, investigate, cite evidence, design, create, prove

Progress and Target Setting

- Writing is not progressive in the assessment outcomes given. Teacher’s do monitor the number of criteria achieved to ensure that children are making progress, and to share this with parents.
- 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.

Reporting to Parents

- Parents will be given a statement which relates to their child's current stage in relation to ARE (age-related expectations). The statement will say if the child is working at, above or below ARE for reading, SPaG and maths. For writing, parents will be given a statement of whether their child is below, towards, within or at greater depth within their stage. The number of criteria achieved within the writing statements can also be shared with parents.

The Roles and Responsibilities of the Class Teacher:

Planning:

SPaG and Numeracy

- ❖ Planning should be based on findings from previous assessments. These will normally be lifted straight from the PAM class overview assessment sheets. A best fit of objectives should then be developed, covering the range of stages in the class and the main areas that need to be taught.
- ❖ The objectives, and stages are then stated on the Medium Term Plans which are developed by individual teachers.
- ❖ Differentiated objectives are stated on Short Term Planning to ensure every child is learning at the correct level.

Reading:

- ❖ Reading is taught and assessed using the Read Write Inc scheme.
- ❖ Children who have completed the RWI scheme, have guided reading sessions and whole class reading sessions.
- ❖ Each guided reading session has a WALT developed from the curriculum objectives for the stage the child is working within. The WALT is shared at the start of the session, and comments/records are made by the teacher/TA about individuals progress towards the WALT.
- ❖ Half termly, each child's progress towards these objectives is noted on an individual PAM assessment sheet. And the groups progress is noted on a group overview sheet. This sheet allows for the teacher to see which objectives the children need to focus on over the next half term.
- ❖ Any children not on the RWI scheme are assessed half termly using written comprehension test materials, which link in to the reading PAM assessment sheets.
- ❖ An overall judgement is then made using the test and the guided reading observations

Other Curriculum Subjects:

- ❖ The Rainbow Continuum Scheme is used across school for other curriculum areas.
- ❖ At the end of each unit, teacher's note on their MTP, which children are working at, below and above the national expectation for their year group.
- ❖ This informs their teaching during the following units.
- ❖ During the academic year 2017-18, we will be working on developing a spreadsheet in order to analyse group progress across all curriculum areas, in order to be more in line with the core subjects.

Assessment Recording and Reporting

- ❖ Teachers are responsible for the marking and monitoring, accurately and frequently, of class work and homework - keeping to the Marking Policy agreed by staff. Teachers will provide constructive oral and written feedback, and set targets for pupils' progress.
 - Reading
 - Targets to be discussed during guided reading sessions
 - Comments to be made in Guided Reading work/homework books
 - Writing
 - Focus marking of Big Writes at end of every unit
 - Writing assessment criteria used to level Big write every half term
 - Numeracy -
 - Focus marking regularly to give feedback and next steps
 - Half termly PAM assessment tests to be completed and outcomes recorded on adapted PAM assessment criteria
 - Science/Other Subjects
 - Regular focus marking to give targets and next steps
 - Assessment judgements to be made based on class work and discussion and to be noted on MTP at end of every unit.

Teachers will:

- ❖ Assess and record each pupil's progress systematically, according to policy requirements including working alongside the Assessment Leader to transfer information on to SIMs.
- ❖ Prepare and present informative reports to parents - 3 times per year to support parent's evenings.
- ❖ Understand the expected demands of pupils in relation to year group expectation or end of key-stage descriptions.
- ❖ Recognise accurately the year group/stage 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.
- ❖ Be familiar with and follow assessment procedures laid down for specific curriculum areas such as Literacy, maths and science.

Pupil Progress Reviews (PPRs) and Data Input

- A stage and phase are entered for Numeracy, SPaG and Reading on a termly basis.
 - Half termly assessments take place. The first assessment is used to inform teaching, the second assessment is used for formal data input and to inform the following terms teaching
- Each stage and phase has a numerical equivalent.
- The levels are checked by the Assessment Leader, and then inputted on to SIMs by the Assessment Leader and the Class Teacher.
- 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.
- Writing is reported on a separate writing tracker which is monitored by the assessment lead during the PPR sessions.

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.
- Numeracy Assessment File - containing each child's PAM Numeracy assessment individual record, and the PAM stage assessment tests they have completed this academic year. Class overview sheets are also displayed.
- Writing Assessment File - containing each child's PAM Writing assessment individual record, and any writing examples (or these may be done in Literacy work books). Class overview sheets are also displayed.
- Reading - KS2 - Guided Reading information folders are available with up to date information about the reading levels of any children not on the RWI scheme.
- RWI tutors - RWI evaluations completed at the end of a RWI term of work, and passed onto the reading leader and class teacher.
- Big Maths - Every big maths tutor is responsible for the information passed to them about the children in the group. Weekly findings and test should be displayed in a file. Each class teacher is responsible for updating the whole school matrix of results. These are then used to inform movement within stages.
- Grammar Hammer - Every GH tutor is responsible for the information passed to them about the children in the group. Weekly findings and test should be displayed in a file. Each class teacher is responsible for updating the whole school matrix of results. These are then used to inform movement within stages.

<i>The Records We Keep</i>	<i>Why and When We Keep Them</i>
◆ Medium term plans	<ul style="list-style-type: none"> ◆ 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. ◆ Uploaded on to Staff Share and annotated / reviewed on an on going basis ◆ Levels of children working at, below and above are noted at the end of each unit
◆ Short-term plans	<ul style="list-style-type: none"> ◆ To plan for excellent learning opportunities for all children. Kept to monitor these opportunities.
◆ PAM Assessment Files	<ul style="list-style-type: none"> ◆ To ensure accurate and detailed logs of progress and attainment are maintained. ◆ To ensure any new staff have a good

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

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 online using 2Simple software for assessment tracking.
- ❖ Before an assessment level is decided, the teacher uses all the evidence gathered to make a judgement.
- ❖ A written 'Magic Moments' book is also completed which shows a child's journey throughout their year.

Appendix 1



Assessment Progression System – from September 2017



P Scale	EyFS/Stage	Phase	Step/Point
P4	16-26 months	Emerging	3
		Developing	4
P5	22-36 months	Secure	5
		Emerging	6
P6	22-36 months	Developing	7
		Secure	8
P7	30-50 months	Emerging	9
		Developing	10
P8	40-60 months	Secure	11
		Emerging	12
	Early Learning Goal (ELG)	Developing	13
		Secure	14
		Expected	15
		Exceeding	16
Year Group	Stage	Phase	Step/Point
Year 1	Stage 1	Pre-Stage	17
		Emerging	18
		Developing	19
		Secure	20
		Mastered	21
Year 2	Stage 2	Pre-Stage	22
		Emerging	23
		Developing	24
		Secure	25
		Mastered	26
Year 3	Stage 3	Pre-Stage	27
		Emerging	28
		Developing	29
		Secure	30
		Mastered	31
Year 4	Stage 4	Pre-Stage	32
		Emerging	33
		Developing	34
		Secure	35
		Mastered	36
Year 5	Stage 5	Pre-Stage	37
		Emerging	38
		Developing	39
		Secure	40
		Mastered	41
Year 6	Stage 6	Pre-Stage	42
		Emerging	43
		Developing	44
		Secure	45
		Mastered	46

Appendix 2

St Thomas More Writing Assessment Stages

Year 1	Working <u>below</u> KS1 expectation B1	Child has not achieved the grey areas for Key Stage 1 working towards	Ent er the
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Year 2		(Use EYFS criteria to establish Assessment – you can report EYFS as assessment)	
	Working <u>towards</u> KS1 expectation T1	Must have all grey criteria for towards KS1	
	Working <u>within</u> KS1 expectation W1	Must have all grey criteria for expected KS1	
	Working <u>at a greater depth within</u> KS1 expectation G1	Most of objectives are met for expected (inc white), and all of greater depth being met. Child is stage 3+ for grammar. (May use LKS2 to inform planning – but do not assess as this)	

Year 3	Working <u>below</u> LKS2 expectation BL2	Child has not achieved the grey areas for Key Stage 1 working at expected (Use EYFS/KS1 criteria to inform teaching but don't report as this)	Enter the number of criteria achieved xx /21
	Working <u>towards</u> LKS2 expectation TL2	Must have all grey criteria for expected KS1	
	Working <u>within</u> LKS2 expectation WL2	Must have all grey criteria for expected LKS2	
Year 4	Working <u>at a greater depth within</u> LKS2 expectation GL2	All of grey and most of white objectives are met for expected, and child is st 5+ for grammar (May use End of KS2 to inform planning but do not report as this).	

Year 5	Working <u>below</u> End of KS2 expectation BE2	Child has not achieved the grey areas for Lower Key Stage 2 working towards (Use KS1/LKS2 criteria to inform teaching but don't report as this)	Enter the number of criteria achieved xx /43
	Working <u>towards</u> End of KS2 expectation TE2	Must have all grey criteria for towards KS2	
Year 6	Working <u>within</u> End of KS2 expectation WE2	Must have all grey criteria for expected KS2	
	Working <u>at a greater depth within</u> KS2 expectation GE2	All of objectives for KS2 working at a greater depth are met, in addition to all grey and white for expected.	