ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

ASSESSMENT

October 2019

At St Anthony's Catholic Primary School, we are committed to the development of the whole child. We strive to create an environment in which children can feel happy, confident and independent and who are enthused by learning; to ensure that children feel valued as part of a collaborative learning community, where excellence and enjoyment is at the heart. Every child will be provided with an opportunity to shine and be successful, building self-esteem and a positive sense of well-being.

Rationale

Effective assessment will improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can work towards achieving this aim (ie. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves comparing pupils' performance against age related expectations. For years 2 and 6, this also includes comparing our pupils' performance with that of pupils nationally.

Assessment is only effective if there is a regular review and is communicated and acted upon. Children are given regular feedback on their learning, which is given at the earliest possible opportunity, and as often as is possible within the lesson, so that they understand what they are doing well and what is needed to improve.

Objectives

- To enable our children to demonstrate what they know, understand and can do in their work.
- To help them recognise the standards to aim for and to understand what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents that enable them to support their child's learning.
- To provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.
- To provide information to allow pupil's achievement to be tracked.

Procedures

Summative judgements (Entering, Developing, Secure) are completed for reading, writing and mathematics at the end of each term for years 1 to 6 and a GPS judgement is provided for years 3-6. For KS2, judgements are made after considering end of term test results and teacher assessments, other than for year 6 SATs in the summer term. For KS1, teacher assessments alone are submitted, other than for year 2 SATs in which test results are also considered. All judgements are inputted into the school tracking system (SIMS) by the assessment leader and analysis conducted and reported to staff and the SEC Committee.

The achievements of individuals, key groups and year groups are tracked on a termly basis with outcomes informing planning, teaching and interventions.

Statutory and non-statutory assessment

Early Years Foundation Stage (EYFS)

- The new baseline assessments are conducted within the first six weeks of a child's time in school. An Early Years Foundation Stage Profile is completed for each child who will be 5 years old on, or before, 31st August. Teachers make profile judgements based on cumulative observational evidence recorded over the course of the year.

Key Stage One

- Year 1 Phonics screening.
- Year 2 statutory assessments- reading, writing and mathematics.

Key Stage Two

- Year 6 statutory assessments- reading, writing, GPS and mathematics.

Foundation subject assessment

Judgements are made against the National Curriculum requirements on a termly basis and are reported as working at the expected standard, below the expected standard, above the expected or at greater depth within the expected standard. This information collected, collated, analysed and disseminated by subject leaders.

Target Setting

Targets are set for all cohorts from years 1 to 6 with standards from the previous key stage shaping these. These targets are monitored on a termly basis by the assessment leader and progress towards is shared with the SEC.

Children who have fallen significantly behind the standard expected for their age (ARE), are identified, either within year groups teams, by the assessment leader or the SENCo and are recommended for intervention. Progress within interventions is monitored by the member of staff leading and this is shared with the SENCo and assessment leader.

Feedback and Marking

At St Anthony's Catholic Primary School, we believe that all feedback and marking should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable (for both the teacher and the pupil): marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Feedback can take the form of spoken or written marking, peer marking and self-assessment.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Teachers need to ensure their pupils know the right answers to these two questions:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

We feel that a one- stop strategy for all subjects will not meet the needs of our pupils. Consistency across our school is still important, but this will come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but in each subject and key stage teachers respond to the different workload demands as they see fit, and draw on their professionalism to create meaningful and manageable approaches.

In all subjects, teachers should mark work by ticking if correct and crossing if not (pink pen). When possible, work should be marked instantly with verbal feedback given. If this is not possible, work must be marked as quickly as possible after completion and feedback given verbally if needed. Written comments can be used but if so, children must be given the opportunity to respond to these comments at the earliest convenience (purple pen).

Please indicate Independent writing with the letter 'I'. If you or your TA have heavily supported a child, in any subject, then please write a letter 'S'.

<u>Writing</u>

A marking code can be used to manage the marking of writing:

∿	incorrect spelling (**KS1**- teacher write correct spelling in appropriate space for child to copy underneath/ **KS2**- as KS1 or option for child use dictionary and write correct spelling in appropriate space) *
/	finger space
▭	incorrect use of grammar or word choice
○	missing or incorrect use of punctuation including capital letters
✓	use to identify specific positive features within a piece of work
X	use to mark an incorrect answer

A positive comment only should be given on completion of a piece of writing whether this be independent or not- this could either be written or verbal.
Constructive comments, written or verbal, should be given during the build up to a written piece.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.

*Not all spellings should be corrected- use teacher judgement and knowledge of child.

Moderation

The process of moderation is an essential part of the assessment system. Moderation is important to ensure a consistent approach in assessment throughout the school and is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

Teachers are involved in the moderation process, to ensure agreement on criteria for judgements, in the following ways:

- With colleagues in school.
- With colleagues from other schools.
- By attending Local Authority sessions to ensure our knowledge and understanding is current.

Reporting to Parents

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. We have a range of strategies that keep parents fully informed of their child's achievements in school and encourage parents to contact the school if they have concerns about any aspect of their child's work.

A detailed written report for each child is sent to parents, once a year, towards the end of the summer term which contains a teacher and head teacher comment as well as outlining the achievement and effort in the core and foundation subjects of the National Curriculum. Targets are also set and are passed to the next teacher.

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend formal consultations (parent evenings) with the teacher during the autumn and spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or head teacher at other times.

This assessment policy will be reviewed annually.
Next review: September 2020
Assessment leader: Stuart Booth (Deputy Headteacher)