



ST. THOMAS MORE CATHOLIC PRIMARY SCHOOL

ASSESSMENT POLICY

MISSION STATEMENT

I have come so that they may have life and have it to the full - John 10:10

As a Catholic school, God is at the heart of all we do. We believe that each person is made in His image, deserving to be treated with respect and dignity.

Showing respect, love and care for everyone and everything, we aim to develop harmony between pupils, parents, the school and Parish and grow as a Christian community.

We aim to embed the virtues in every child to believe in themselves to be the best that they can be and leave school as well-rounded individuals who care about themselves, others, and the world.

This assessment policy is linked to:

Safeguarding Policy; Marking and Feedback Policy and Early Years Foundation Stage Policy.

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment;
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents;
- Clearly set out how and when assessment practice will be monitored and evaluated.
- To ensure that systems and processes are in place so that teachers check and identify how well pupils know and learn the intended curriculum.

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#). It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Assessment approaches

At St Thomas More Catholic Primary School, we see assessment as an integral part of teaching and learning and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons;
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve;
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative Assessment techniques involve marking and feedback (see Marking and Feedback Policy), effective questioning, self and peer-assessment, observations.

Formative Assessment is used to assess knowledge, skills and understanding and to identify gaps and misconceptions. Where possible, children are at the heart of their own assessment as part of a dialogue. This is monitored through subject leads discussion with children and adapted based on subject specific needs and impact.

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Subject Leaders** will use assessments and gap analysis to look at pedagogy in subjects and inform next steps to ensure progress.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching; staff use gaps analysis and remember it's to look at cohort specific gaps and plan accordingly to meet the needs.
- **Pupils** to understand how well they have learned and understood a unit of work taught over a period of time. It should be used to provide feedback on how they can improve;
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period.

A range of summative assessment approaches are used in different subjects:

- Assessment of Curriculum Statements in, Writing, , , RE through Insight objectives.
- RE: EYFS – Year 6, A Branch quiz with multiple choice questions is completed at the beginning and end of each Branch, to check the retention of key knowledge.
- Maths : Remember Its! Year 1 – Year 6 , completed alongside a Question Level Analysis at the end of each half term;
- Maths: Ready to Progress tests are completed – Year 1 – Year 6 – Paper 1 and 2 as a baseline to indicate gaps in learning based on previous years Key Performance Indicators (KPI), Paper 3 in Spring and Paper 4 in Summer based on current years KPI. Question Level Analysis is completed alongside these to identify key areas.
- 'Big Write' Assessments for Independent Writing against the Curriculum Statements – marked and moderated against the LWCET Writing criteria, with links the to Write Stuff resources
- NFER Reading and Maths Assessments – 3 times yearly (except Year 2 and Year 6 Summer Term SATS are completed), standardised scores are recorded onto insight
- Foundation Subjects: SMARTGRADE used to create multiple choice questions to be completed at the start and end of each unit. Questions linked to key learning from each subject knowledge organiser, checking retention of key learning. Results feed into Insight.

Summative assessment provides information for improving future learning (e.g. question level analysis). It is used to demonstrate progress over time.

We validate our assessments three times per year in our 'Pupil Progress Meetings' (PPMs) where teachers have an opportunity to discuss their judgments in reading, writing and maths with the Senior Leadership Team. This also provides an opportunity for subject leads to moderate teacher judgements.

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment;
- **Teachers** to understand national expectations and assess their own performance in the broader national context;
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of Reception; *Baseline assessments*
- Phonics screening check in Year 1;
- Multiplication Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

4. Collecting and using data

A judgment is made for every child in Year 1 to Year 6 for reading, writing and maths and recorded onto the Insight data tracking system three times per year.

Data is analysed (both attainment and progress) using Insight and the outcomes of this analysis is shared internally in order to target groups and cohorts of children as well as individuals.

The IDSR (Primary Inspection Data Summary Report), produced by the DfE is also used to investigate key areas and trends.

5. Early Years

There are seven areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

The prime areas are:

- Communication and language
- Personal, social and emotional development.
- Physical development

There are four specific through which the three prime areas are strengthened and applied. These specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Through careful assessments and observations, including information provided by parents/carers and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the Inclusion Lead in order to access Special Educational Needs support.

At the end of the EYFS, the children are assessed against the 17 Early Learning Goals (ELG) and are either emerging, developing or secure in their learning for each ELG. This data is reported nationally. A Good Level of Development (GLD) is when the child has reached 'expected' attainment in all of the prime areas and the areas of Literacy and Mathematics.

Statutory Assessments

Our setting follows 'The Statutory framework for the Early Year's Foundation Stage September 21. This latest framework states two statutory assessments must be carried out:

RBA (Reception Baseline Assessment)

The RBA is a short, interactive assessment that should take around 20 minutes per child. The assessment will be carried out by the reception class teacher within the first six weeks of the children starting Reception. The RBA assesses each child in early mathematics, literacy, communication and language. The purpose of the RBA is to form the starting point for cohort -level school progress measures. Data from the RBA is compared to Key Stage 2 outcomes seven years later to form the overall progress measure for a school. The reception teacher will also carry out in-house baseline assessments for every child within the first four weeks of them starting school.

EYFSP (Early Years Foundation Stage Profile)

At the end of the EYFS, the children are assessed against the 17 Early Learning Goals (ELG) for the Foundation Stage Profile and are either emerging or expected in their learning for each ELG. The Reception teacher will make a holistic, best -fit judgement about each child's development, and their readiness for Year 1. The Reception teacher and early year's team will draw on their knowledge of each child and their own expert professional judgements. Recorded evidence is not a requirement.

This data will be shared with parents/carers, SLT and Governors, the Year One team and Local Authority and it will be reported nationally. Each child will have an end of term report stating their EYFSP levels and reporting on all three Characteristics of Effective learning.

A Good Level of Development (GLD) is when the child has reached 'expected' attainment by the end of their Reception year in all of the prime areas and the areas of Literacy and Mathematics.

All Transition Records will be completed by key persons in summer for all Pre-school aged pupils and will sent securely to the Childs' new school setting.

On-going formative assessment

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals. These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessment. Assessing whether children are on track (expected) or not on track (emerging) at different check points throughout the year.

These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year. Through careful assessments and observations, including information provided by parents/carers and other settings, regular moderation, children's development levels are continually assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. Every term we celebrate and share progress and agree next steps to further move learning on with all parents/carers through written reports and parent consultations. If a child's progress in any area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to best support the child. This may include additional interventions and/or a discussion with the SENDCO.

Tapestry

At St Thomas More, we use Tapestry as an online learning journal; this supports our ongoing, daily observations and builds a very special record of all children's experiences, interests, strengths,

development and learning journey through their early years' education. This is shared and celebrated with all parents/carers.

6. Reporting to parents

Whether a child is on track with Age-Related Expectations (ARE), Working Towards, Below or Above, is shared with parents through Autumn and Spring reports, and in each child's annual report in the Summer term. This is also discussed during Parents' Evening. Outcomes of statutory assessments are also reported to parents.

Annual reports to parents also include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development;
- Comments on general progress;
- Arrangements for discussing the report with the pupil's teacher.

7. Inclusion

The principles of this Assessment Policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties. Pupil Progress Meetings (PPMs) give opportunities for staff to discuss small steps of progress for all children.

8. Training

Teachers are kept up to date with developments in assessment practice, and they are able to develop and improve their practice on a regular basis. We ensure good understanding of assessment and assessment practice among all teachers. The Senior Leadership Team (SLT) are responsible for ensuring staff have access to continuing professional development (CPD) opportunities in assessment. Teachers and subject leads will address gaps by adapting planning and monitoring progress over time.

Staff training through staff meeting and INSET days

9. Roles and responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils;

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

9.2 Head Teacher

The Head Teacher is responsible for:

- Ensuring that the policy is adhered to;
- Monitoring standards in core and foundation subjects;
- Analysing pupil progress and attainment, including individual pupils and specific groups;
- Prioritising key actions to address underachievement;
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

10. Monitoring

This policy will be reviewed annually by the Senior Leadership Team and the Local Governing Committee ~~Governing Board~~. At every review, the policy will be shared with the Local Governing Committee ~~Governing Board~~. All teaching staff are expected to read and follow this policy.

The Assessment Lead will monitor the effectiveness of assessment practices across the school, in collaboration with other staff, through a variety of monitoring approaches including moderation, termly Assessment Validation Meetings (AVMs), lesson visits, book looks and Pupil Progress Meetings (PPMs).