

Spotlight on Assessment

How can we gather English data for our pupils...

We track and monitor pupil progress on a daily basis, through:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation, dialogue and marking.
- Children knowing what they are being asked to learn and more importantly, why.
- Three-way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny - by the teacher, in phase meetings and by subject leaders
- End of unit and end of term assessments help us to assess progress over time - all data is collated and inputted onto the school tracking system.
- Adapted tasks within the classroom environment.



Statutory Assessments in English

A baseline assessment in reception class:

Children in state-funded primary and infant schools now take a new baseline assessment within the first six weeks of entering reception class. This focuses on maths, language, communication and literacy. The results will be used as the starting point to assess how much progress schools are making with their pupils. Results for individual children or schools are not published.

Phonics screening check:

Children in year one, which is usually the second year of primary education, also take a phonics screen to check their ability to decode words. They complete the screen again in year two if they don't reach the expected standard in year one.

SATS

SATs, or national curriculum assessments SATs, or national curriculum assessments, are assessments of primary pupils' progress and attainment. They are currently taken at the end key stage 2 (end of primary/ junior phase). At key stage 2, the tests are more formal and school-level results are published in national performance tables allowing for comparison with other schools. These are often known as league tables. SATs cover core academic subjects – English, maths and science.

We have a rigorous approach to assessing and monitoring English at St Aloysius. We regularly assess pupils informally to address any gaps and then we work swiftly to secure progress by ensuring that pupils are supported through a range of strategies including high quality-first teaching or keep up interventions. Impact is measured in a variety of ways and teachers use the information to plan future learning and target any specific needs. We also use information to address whole school needs and adapt our curriculum accordingly.

We also ensure that English is embedded through every subject in our broad and balanced curriculum and children are constantly using transferrable skills to develop detailed knowledge and skills in all other areas. Our high standards of reading and writing are evident in all subjects as well as performances and opportunities for speaking, listening and drama. Our commitment to high standards in English for all pupils allows our children to access the whole curriculum in an engaging and inspiring way.