

St Bernadette's Catholic Primary School

# Assessment Policy



“Doing our best for God”

**Signed:** *Karen Pearson* (Teaching and Learning Lead)

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**Review Date:** August 2025

## **Rationale**

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning and St Bernadette's. It helps us to ensure that teaching is appropriate and that learners are making expected progress. It provides a framework for setting educational objectives, monitoring and communicating children's progress. Assessment must be a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgments so that all learning is personalised to enable all children to make progress in each lesson.

## **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.

## **Types of Assessment**

There are two types of assessment used throughout the school - Assessment for learning and Assessment of learning. Both forms of assessment are imperative to ensure that all of our children are achieving their full potential and make consistent progress.

### **Assessment for learning:**

- is part of effective planning
- focuses on how pupils learn
- is central to classroom practice
- is a key professional skill
- is sensitive and constructive
- fosters motivation
- promotes understanding of goals and criteria
- helps learners know how to improve
- develops the capacity for peer and self-assessment
- recognises all educational achievement

### **Assessment of learning:**

- measures children's abilities against national standards
- helps us maintain a record of how each child is improving, so that we can see quickly if there are any specific areas where they need more help
- can be assessed using tests
- happens at the end of a unit of work, half term, term or year
- enables us to give a numeric score (numeric scores enable test-takers to be compared with a large, nationally representative sample)
- is part of the statutory requirements of our school

### **Assessment is gathered in a variety of ways:**

- questioning - teachers ongoing informal assessment, happening throughout the lesson
- observations
- pupil discussion
- pupil self-assessment
- marking - marking is used to praise achievement and identify where children meet the success criteria (see Marking Policy)
- end of unit checks (science)
- independent writing assessments
- assessment grids (English/foundation subjects)
- reference to past SAT questions (Year 6)
- NFER Tests (Year 1 -Year 6)
- SATs (Statutory Assessment Tests in Year 6)  
(NB as of 2024 there will be no statutory assessment for Year 2)

### **Baseline Assessment - Reception Class**

In Reception class, the teacher's baseline the children in the first half term. They use their professional judgement and the Development Matters for guidance, to decide which age and stage each child is working within. This is recorded on the EYFS online system. . Throughout the year the Reception teacher will continually assess the children to inform planning and next steps for their learning. The Reception teacher will meet with SLT to discuss progress each term. At the end of the Reception year all children are assessed on the Early Learning Goals. Parents are informed of their achievements in a written report detailing their child's achievements in the seven areas of learning.

### **Phonics Screening Test - Year 1**

At the end of Year 1 children undergo a Phonic Screening Check to see if they meet the required government standard. Children who do not meet the required standard in Year 1, repeat the check in Year 2.

### **What is the Phonics Screening Check?**

The phonics screening check is a quick and easy check of your child's phonics knowledge.

### **How does the check work?**

- Your child will sit with a teacher he or she knows and be asked to read 40 words aloud.
- Your child may have read some of the words before, while others will be completely new.
- The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful for your child.

### **Multiplication Test - Year 4**

During the month of June there is a 2 week window in which all Year 4 children will take an online multiplication test. Year 4 will be tested on their multiplication tables up to 12 x 12.

There are twenty-five questions and children have six seconds to answer each question with three seconds between questions.

### **NFER Tests**

NFER Tests are optional tests that reflect the style and format of the National Curriculum tests to help build pupils' familiarity with more formal assessment. While autumn tests give a baseline from which to monitor progress within the school year, diagnostic spring tests are perfect for identifying strengths and weaknesses, with diagnostic commentaries included in the teacher guides. Summer tests for all subjects enable teachers to summarise attainment and progress both year-on-year and within the school year.

NFER Tests are carried out in the Autumn, Spring and Summer terms in the following:

KS1 - reading, maths, Y2 - grammar practice SATs test

KS2 - reading, maths - arithmetic and two reasoning papers, punctuation and grammar, spelling.

Children's data is recorded as follows:

Entering - working towards expected standard within the year group

Developing - continuing to make expected progress within the year group

Secure - working at expected standard for the year group

Greater Depth - working beyond expected standard

### **SATs - Year 6**

At the end of Year 6, children take tests in maths, reading and grammar, punctuation and spelling in May. There is no writing test; writing is judged by teacher assessment only.

- A scaled score of 100 means a child is working at the expected standard for the end of the key stage.
- A scaled score below 100 indicates that a child is working towards the expected standard.
- A scaled score above 100 suggests a child is working above the expected standard for the key stage.

The highest scaled score a child can achieve is 120. At present, a scaled score of 110 and over is considered as a high level of attainment (the equivalent of Greater Depth).

### **Assessing Writing**

From Year 1 to Year 6, writing is teacher assessed using writing assessment grids linked to the National Curriculum objectives. Teachers use evidence from independent pieces of writing, both fiction and non-fiction, from across the curriculum. The grids are completed at the end of the Autumn, Spring and Summer terms by writing the date 3 times where there is evidence

of that objective. When highlighting specific objectives in the writing, teachers use the following colours:

- Autumn - orange
- Spring - green
- Summer - yellow

Teachers need to complete assessment grids from the previous year group before moving onto the next eg. child working at Developing Y1 at the end of summer would have this grid completed in Y2 to show they have reached the expected standard.

Writing will be moderated:

- By the subject lead/Head Teacher
- Through in-house standardisation
- Through cluster moderations

### **Teacher Assessment:**

Please note for teacher assessment 'working towards' and 'working at greater depth' are only awarded for writing. Apart from writing, a child can only be 'at the expected standard' or 'not at the expected standard' in science. Those judged to be at Greater Depth in writing are working above the national expected standard.

### **School Development Plan**

Following the release of SATs results in July, members of the Senior Management Team, in discussion with the Governors, will set new targets for the following academic year. The SDP is then discussed with all staff to ensure that there is a focus on the new targets.

### **Pupil Progress Meetings**

Following data collection of the tests, teachers will meet with the Head Teacher to discuss those children who are not working at the required standard for Autumn, Spring or Summer. Discussions will include strategies to move the children's learning forward including:

- intervention
- differentiation
- booster groups
- guided groups

### **Reporting to Parents**

At St Bernadette's, we ensure that parents are aware of their child's progress through Parent Conferences which parents are invited to in Autumn and Spring. At the end of the year, parents are sent a written report that provides information relating to progress and attainment. Parents have the right to respond and can arrange to meet with the class teacher to discuss the report.

## Foundation Subjects

In Foundation subjects, teachers draw on their formative day-to-day assessment and outcomes of summative assessment to make judgements about pupil attainment which is collected typically once, at the end of each academic year. Assessment grids for these subjects are provided by the subject leads. These are passed onto the next class teacher and the subject lead to analyse the data.

In science, children complete an end of unit test for each of the five science units covered over the year. Children are also assessed on ATi which is the The results are recorded in a table and a 'best fit'

## Roles and Responsibilities

### *Head Teacher (Mrs A Satterthwaite)*

- Ensures that the policy is adhered to.
- Monitors standards in core and foundation subjects.
- Analyses pupil progress and attainment, including individual pupils and specific groups.
- Prioritises key actions to address underachievement.
- Reports to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Makes sure arrangements are in place so teachers can conduct assessment competently and confidently including training and moderation opportunities.

### *Assessment Lead (Miss J Greenhalgh)*

- Update the policy in the light of government advice and requirements.
- Be the contact person for the LA regarding assessment arrangements, timetable for SATs etc.
- Develop and monitor school assessment policy and practice.
- Keep up to date with current assessment thinking and practice.
- Liaise with subject coordinators and class teachers.

### *Teaching and Learning Lead (Mrs K Pearson)*

- Support the Assessment Coordinator where necessary with development of the Assessment Policy.
- Develop and help to monitor school assessment policy and practice.
- Keep up to date with current assessment thinking and practice.
- Liaise with subject coordinators and class teachers.
- Organise whole staff moderation meetings in all subject areas.
- Monitor consistency of standards across the school, through work scrutiny.
- Analyse KS1 and KS2 SATs results and tracking information.

### *Subject Co-ordinators*

- Lead whole staff moderation meetings in their subjects.
- Monitor consistency of standards across the school, through work scrutiny in their subject area.
- Analyse previous end of year results and tracking information in their subjects.

### *Class Teachers*

- Follow the assessment procedures outlined in this policy.
- Be familiar with the standards for the subjects they teach.
- Keep up to date with developments in assessment practice.
- Report to parents
- In the case of Y6, administer SATs, all other year groups administer NFER tests.
- Use Assessment for Learning strategies in their lessons

### *SENDCo*

- Co-ordinates the identification and assessment of children with SEN.
- Monitors effectiveness of interventions.
- Supports class teachers with provision of resources.
- Meets regularly with teachers to ensure consistency of provision.
- Liaises with outside services to provide advice, resources and intervention.

### *Governors*

- Need to be 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.
- Will hold school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

### **SEN**

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.

For pupils working below the national curriculum assessment standard for reading, writing and maths, we will assess using the 'Pre-key stage teacher assessment framework'. The assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.