

English Martyrs Catholic Primary School
"where everyone is special"

P3: Assessment Policy



Mission Statement

With Christ at the heart of our Catholic community,
our mission is to:

- ✘ nurture the potential in each individual,
- ✘ celebrate achievement,
- ✘ and develop an awareness of service
to God and each other

Adopted by the school: October 2016

Review: As needed

Assessment is an essential part of classroom practices and involves both teachers and learners in reflection, dialogue and decision-making. At English Martyrs we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

We recognise that for effective learning to take place, learners need to understand what it is they are trying to achieve and want to achieve it. Emphasis is on pinpointing the learners' strengths, ensuring they are clear and constructive about any areas to develop and how they might be addressed and provides opportunities for learners to improve upon their work. It should enable all learners to achieve their best and to have their efforts recognised.

The Purpose of Assessment is to Raise Attainment by...

- allowing the pupil to demonstrate what she / he knows, understands and can do
- providing motivation, challenge and encouragement to the pupil
- to support children in recognising how to progress
- developing the pupil's understanding of what he/she needs to improve
- informing planning for individual pupils and groups, with gaps identified and filled
- summarising attainment by tracking the progress of individuals and groups in order to target
- support / resources or evaluate existing interventions
- gathering information for pupils, parents, colleagues and outside agencies
- supports teachers and the SLT in monitoring the effectiveness of teaching and learning.

Good assessment practice at English Martyrs will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider, facilitator, learning designer and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and the SLT/headteacher as they plan for individual pupils, groups and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

Methods of Assessment

Formative Assessment is on-going and takes place throughout lessons and from day to day. It provides the basis of regular communication between teacher and pupil and informs teachers' short-term and medium term planning and is based on the agreed learning objective or success criteria or on pupils' individual targets. Formative Assessment will be supported through the principles of Assessment for Learning with an emphasis on:

- focused questioning and oral responses to build a picture of attainment during the lesson.
- self-assessment, where pupils respond using a simple non-verbal signal.
- self or peer assessment, where pupils 'mark' their work more closely using 'a red response pen'.(See Policy for Marking)
- teachers' marking the work and giving oral or written feedback (See Policy for Marking).

Summative Assessment provides a 'snapshot' of what a pupil knows, understands and can do at a given point in time. It is used to assess progress throughout a topic/theme, over the long term or a whole school year.

National Update on Summative Assessment

Previously attainment and progress was measured by National Curriculum Levels. In September 2014 for Years 1, 3, 4, 5, 'levels' were removed due to the introduction of the new national curriculum and Assessment Without Levels AWL. This was extended to years 2 and 6 in September 2015. With the removal of levels in all year groups, the school, over the last two years, has been devising its own, 'Assessment without Levels' processes and procedures. It is important to understand that there is no longer a national way to measure progress of children moving through a school. It has been left up to individual schools to devise their own Assessment Without Levels approach and a system based on expectations of the year group in the New National Curriculum. In May/June 2016 a new style National Curriculum tests (Year 2 and Year 6) was implemented. Children in Year 6 are given a score whereby 100 is deemed to be average, with a score of 110+ as working in greater depth for Maths, Reading, Writing (teacher assessment) and SPAG.

From September 2015 all year groups were following the new National Curriculum. It is important to appreciate that this is far more challenging than previously and pupils will need to acquire more knowledge and skills to be working at Age Related Expectations (ARE). Transferring from the old curriculum to the new may give the impression that pupils have not made expected progress. This was particularly significant in the new way of testing children, with only 52% of pupils nationally achieving a combined age related expectation in reading, writing and maths in June 2016 in Year 6. Along with the principles of the new curriculum, it is our aim that every child will reach ARE by the end of each academic year, with children having the time and opportunity to work in greater depth and breadth throughout the year. This is described as "mastery".

Average Points Scores (APS) are no longer applicable in schools. Instead, we are using Assessment points, based mainly across a 9 point system. During an academic year for a child to make expected progress they should make 4 points. Below 4 is less than expected and above 5 is good or better progress. There are a number of schools in the local consortium and beyond who have adopted this system of measuring attainment and progress. This system was introduced in September 2015 (See table at the end of the policy).

FOUNDATION STAGE

The Foundation Stage Profile points remain in place. Although the Foundation Stage Profile Scores provides an overall summative picture of what each child knows, understands and can do by the end of the Foundation Stage, the observation and recording takes place in an ongoing way throughout the year. Assessment is fundamental to ensure an appropriate learning environment is provided. Children also have a baseline assessment in RE at the start of the year in Reception.

Attainment at the end of the EYFS

The Reception cohort is finally assessed in June using the EYFS Profile for each Early Learning Goal (of which there are 17). The Foundation teacher in consultation with the phase leader must decide which one of the following three judgements is most accurate as a 'best fit':

- **Emerging** (1 point) The child has not yet achieved the ELG but is working within one of the previous developmental bands of the EYFS framework e.g. 30-50 months
- **Expected** (2 points) The child has achieved the ELG as a best fit judgement
- **Exceeding** (3 points) The child has gone beyond the ELG and is working within the KS1 National Curriculum

This assessment will produce a number/percentage of children emerging, expected or exceeding for each of the 17 Early Learning Goals.

Our school data is compared with national outcomes. School staff must consider the attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a 'Good level of development' (GLD).

What is considered to be a 'good level of development' (GLD)?

The Government has set out how the new Good Level of Development (GLD) measure is defined. Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals.

The levels attained by children at the end of the EYFS are allocated a number as follows: Emerging = 1, Expected = 2 and Exceeding = 3.

For each of the 17 Early Learning Goals a child is recorded as have achieved a 1, 2 or 3. Consequently it is possible to give children an overall 'score'.

Once data has been submitted to the DfE the average score of the whole national cohort will give the secondary measure of a 'Good Level of Development' that is referred to. It is therefore possible to compare our schools cohort average with the national cohort average..

Progress Expectations in the EYFS

At English Martyrs we make 'on-entry' judgements within the first few weeks of the autumn term. These judgements will be made within the context of gathering information from parents and from liaison with early years' settings during transition visits. Information from all sources will build a picture of each child's learning and development on entry to school.

From September 2015 there is an additional baseline test for maths and literacy which converts raw scores into a scaled score, it is anticipated this will give a baseline against a national judgement. In the future there are discussions that from September 2016 these starting scores will be used as the measure of judging progress from a child from the start of Reception to the end of Year 6. There is no national data for attainment on entry to Nursery and Reception.

		<p>national expectations for the year.</p> <ul style="list-style-type: none"> • From Year 1 to Year 6 writing assessments half termly where children are assessed against their attainment in writing in line with the national curriculum. These are placed in the 'Going Solo' books, which contain all the assessed writing pieces of work which is passed up each year as the pupil progresses through the school. • End of themelfoundation subject assessments. Each child is assessed at the end of a given theme or foundation subject alongside the Chris Quigley approach to learning using milestones. Each milestone covers 2 years of learning. Milestone 1: End of Year 2, Milestone 2: End of Year 4 and Milestone 3: End of Year 6. The 'Advancing' stage in a milestone for the end of Year 2, 4 and 6 is a pupil is Meeting the National expectation for their age, with 'basic' below national and 'Deep', above national.
YEAR 2	Statutory	<p>TESTS: In May 2016 the children sat new tests based on the new National Curriculum. The children sat a test in Reading, SPAG and Maths. Although the tests are set externally, they are marked by teachers within the school. Instead of the old national curriculum levels, children are given a scaled score in Reading, SPAG, Writing and Maths. In reading, writing and maths children are judged to be either working towards the expected standard, Working at the expected Standard or Working at greater depth within the expected standard. In Science the only judgement is whether a child is working at the expected standard. Teacher assessments will also be used to build up a picture of a child's learning and achievements. In addition, each child will receive an overall result saying whether they have achieved the required standard in the tests. English writing, speaking and listening, will be assessed by the child's teacher based on their work throughout the year. These scaled scores will be used as a starting point to measure a child's progress from Year 2 to Year 6.</p>
YEAR 6	Statutory	<p>TESTS: From May 2016 the children sat new tests reflecting the new National Curriculum. The children sat tests in reading, maths and SPAG. Writing was assessed through teacher assessment. Tests in reading, maths and SPAG are externally marked and reported to parents at the end of the academic year. Each child is given a scaled score based on their performance in the test. Parents are given their child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average. The score needed to reach the national average is 100, with greater depth 110+-. Some schools will be asked to sit Science tests which will be externally marked, schools will be informed if they have been chosen. If not science is based on teacher assessment.</p>

Target Setting

Children are set personalised targets for maths and writing. Reading targets form part of the guided reading processes. Targets are to be SMART (Small, measurable, appropriate, relevant and timely). Targets are to be regularly reviewed and should be seen to have a direct impact on pupil performance and progress. Children should know their targets and how they are to achieve them. Targets must be written in a language that children understand what is expected of them.

Pupil Progress Meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured and personal knowledge of each child is key. For this reason the class teacher meets with relevant members of the SLT once a term.

The progress of individuals and specific groups of children is discussed in relation to assessment data that teachers have prepared. As a result of these meetings, targets may be revised and intervention groups planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and actioned as necessary.

The use of 'O Track' has allowed all staff to monitor, analyse and plan for individuals and groups of children. Features of this web-based software include the monitoring of vulnerable groups, attendance and behaviour. It also provides functions such as graphing trends, pathways and predictions which support pupil progress meeting discussions, parent consultations and subject leaders. Due to the introduction of 'Assessment without levels' the school consulted with O track and they devised a bespoke data system for the school based on the 9 point approach.

Recording

Information about pupil achievement and progress is recorded in a variety of ways:

- Teacher's records/mark books.
- Pupils class files
- Informal jottings (e.g. on weekly planning) by Teachers and Teaching Assistants
- Written comments in books/on work.
- Tracking programmes

Reporting

- Parents are all invited to a curriculum meeting at the start of the academic year (during the first two weeks), they meet the teacher who sets out the expectations for the year group and parents can ask any questions if they wish to.
- Year 1 and Year 2 also run workshops through the year to inform parents on phonics and how to help their child progress in their phonic knowledge and development.
- Reports are sent to parents each year in the middle of July. These reports inform parents of their child's achievements and progress. Instead of parents being informed as to the level their child is working at they will be informed as to whether they are have met or not met the national standard at the end of the year. This may change again in the future as all the details on the scaled points and the national picture has not been clarified when this policy was written.
- Parent consultations are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two scheduled times during the school year: One late in the Autumn Term and one late in the Spring Term.
- Also, there is an opportunity for parents to meet teachers to discuss any issues arising from the formal written end of year report.
- Parents of children on the SEND register are formally invited into school every term to review their progress.
- Pupils are reported to orally and through marked work.
- Colleagues through staff meetings, review meetings and through more informal discussion.
- Governors, through the Head Teacher's report to governors and on the sub-committees.
- The local authority, through its learning improvement role.

- In the Local consortium all the schools share data and work together to learn from good practice and to help improve practice in identified areas in other schools.

Curriculum

The school has produced a detailed curriculum plan which is on the website if parents wish to have more information.

Monitoring and review

Analysis of the On entry baseline to Foundation, the Foundation Profile, On entry data for all other year groups; Year 1 and 2 Phonic Tests, Half termly/termly tests and optional SATS are undertaken, with strengths and weaknesses identified and targets set within each class and key stage. These are monitored by the SLT, SENCO and Subject leaders. The SLT and other subject leads are responsible for monitoring the implementation of this policy, in collaboration with the Head teacher and subject leaders. In addition the school also has external reports and monitoring activities from a range of external consultants.

English Martyrs Assessment Without Levels System

ASSESSMENT POSITION	POINTS ALLOCATED	DESCRIPTORS	MASTERY
<p>A pupil will be deemed to be at Mastering the National Standard when in addition to the statements set out for meeting the expectation (higher) they meet one or more of three sets of further expectations</p> <p style="text-align: center;">Secure</p> <p style="text-align: center;">(Secure in National Expectations)</p>	9	For pupils exceptionally confident in all of the exceeding statements, highly effective in using and applying these in investigational tasks, and showing exceptional ability for their age: Secure in the expectations (higher)	
	8	At this stage, a pupil is not only confident in their understanding of most of the exceeding statement, but is able to use and apply the concepts involved. Secure in the expectations (secure)	
	7	If a pupil is generally meeting more than half of exceeding statements they will be deemed to be at: Secure in the expectations (lower)	
<p>A pupil will be deemed to be at the National Standard only if they can satisfy their teacher that they meet all the national expectations for their age</p> <p style="text-align: center;">Expected</p> <p style="text-align: center;">(Meeting National Expectations)</p>	6	At this point, the pupil is not only confidently meeting all of the statements and using and applying the concepts, but is also meeting at least 25% of the exceeding statements Expected Standard met (higher)	
	5	At this stage, a pupil is generally confident in their understanding of all of the statements Expected Standard met (secure)	
	4	If a pupil is generally confident in 80% or more of the statements then they are considered to be: Expected Standard met (lower)	
<p>A pupil will be deemed to be Working towards the National Standard if they do not meet all of the statements outlined for that year group</p> <p style="text-align: center;">DEVELOPING</p> <p style="text-align: center;">(Working Towards National Expectations)</p>	3	If they confidently meet between 56% and 80% of the statements but not all then they will be described as: Developing towards the expectations (higher)	
	2	If they meet between 28% and 55% of the statements then they will be described as: Developing towards expectations (Mid)	
	1	If they are meeting 0 - 27% of the expectations pupils will be described as: Developing towards expectations (lower)	

PROPOSED PROGRESS MEASURE				
INADEQUATE	BELOW	EXPECTED	GOOD	OUTSTANDING
1 – 2pts	3pts	4pts	5pts	6pts+

Progress	Expected Progress FS 8 Pts.	Expected Progress KS1 8 Pts	Expected Progress KS2 16 pts
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