

**HOLY SOULS RC PRIMARY SCHOOL**

**Pride in our achievements**



# **Statement for Assessment Policy**

## **Vision Statement**

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Date Agreed by Governors: 23<sup>rd</sup> March 2023

Governor Review Date: Spring 2023

# **Holy Souls RC Primary School**

## **Policy Statement for Assessment**

### **Introduction**

This document is a statement of the aims, principles and strategies for Assessment at Holy Souls RC Primary School. It was developed during the Spring term of 2023 through a process of consultation with teaching staff and Governors. A schedule for the review of this, and all other policy documents, is set out in the School Development Plan.

### **Mission Statement**

**“To love one another as I have loved you”** is at the heart of our Mission Statement. Holy Souls is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

Through our Mission Statement we encourage all pupils to take pride in their achievements. Our Assessment policy is used to help pupils develop their God given talents and with support from staff, to achieve their full potential.

### **Rationale**

Assessment is a continuous process, which is integral to teaching & learning, allowing children to achieve their true potential.

### **Aims**

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress.
- To provide information to inform the school's strategic planning.
- To gather information to inform teachers' planning.
- To track individual, group and cohort progress.
- To allow children to be involved in their own learning.
- The positive achievements of a child may be recognised and the next steps are planned.
- Learning difficulties can be identified more quickly and appropriate help given.
- The overall achievements of the child can be recorded systematically.
- The school and child's achievements can be monitored.

The legal requirements for record keeping, assessing and reporting can be met.

## **ASSESSMENT FOR LEARNING**

This is an integral part of the teaching and learning process at Holy Souls RC Primary School. It includes:

- Formative assessment - the information gained 'forms' or affects the next learning experience.
- Evaluative assessment - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- Summative - systematic recording of information, which leads towards a summary of where the pupils have reached at a point in time.

This is an essential tool for identifying what has been learned in terms of both attainment and achievement. This includes all formal tests and examinations and enables teachers and senior managers to identify the needs of pupils, set realistic targets and identify trends.

### **Leadership of Assessment**

The Deputy Headteacher and Key Stage 2 leader work closely with the Headteacher to ensure attainment and progress are being monitored rigourously throughout the school. Reports are presented to the Full Governing Body and to the Governors' Standards and Effectiveness Committee termly to highlight pupil progress and attainment.

### **Transitional**

This is the formal recognition of achievement:

- Completion of the Early Years Foundation Stage Profile.
- Key Stage 1 and 2 SATs results and Teacher Assessments.
- End of year reports.

### **Pupil Progress Meetings**

Pupil progress meetings are held between the Assessment Leader and class teachers at the end of the Autumn, Spring terms and Summer term. Individual pupils' progress and attainment is discussed, which assists in identifying pupils who are not on track or who are a cause for concern and may therefore need interventions, as well as noting those who are exceeding expectations. This ensures accountability.

### **Tracking**

All pupils are tracked throughout the year and are discussed at pupil progress meetings. Focus groups may include:

- Pupil Premium pupils
- SEND pupils
- More able pupils
- EAL pupils
- Boys/girl

### **Special Educational Needs and Disabilities (SEND)**

Where possible, children with SEND are assessed using the same assessment procedures as their peers. However, where this is not possible, other assessment tasks may be used, such as YARC Reading assessment, Pivats or tracking back to a lower year group.

During tests, children with SEND are allowed the same support as given in the classroom e.g. if they have a reading need they can have Maths questions read to them. Other access arrangements might include the test being printed on coloured paper, test paper being enlarged, a scribe to write down their answers or they may be allowed additional time to complete the test.

On rare occasions if a child does not meet the expected level to take the SATs tests, they may be disapplied from these tests. Parents/carers would be informed of this by the Headteacher.

### **Key Stage SATs analysis**

The Headteacher, Deputy Headteacher and KS2 Leader analyse Key Stage results via the following documents and data:

- Analyse School Performance (ASP)
- The Blackburn with Darwen School Profile
- Internal iTrack Primary data

Data analysis is reported to Governors, staff and the School Advisor.

### **Consultations and Reports to Parents**

Parents'/Carers' Evenings take place in both the Autumn and Spring terms.

Written reports are prepared for parents/carers towards the end of the Summer term, with an option to discuss the report with the class teacher if necessary. The report gives details of work covered, achievements, the standards at which the pupil is working at, end of key stage results, Y1 phonics screening check or Y2 phonics screening check resit results, as well as offering advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to current learning. We try to be positive about achievements and give advice for future success.

### **Marking and Feedback**

Teachers use a new policy for live marking which is fully understood by all staff (see separate Marking and Feedback Policy). Classwork is marked using this common framework and verbal comments are made during the lesson to tackle misconceptions that may arise but to also push and challenge the children.

## **Management Information Systems**

At Holy Souls we use 'iTrack Primary' to record and track pupil progress in EYFS and in Years 1-6. Formal assessment in Maths and Reading takes place using NFER Progress tests in all year groups. This takes place each term and gives the teacher an age-related score from their date of birth and also a standardised score. Teachers also assess Writing termly using teacher assessment informed by the steps to write scheme and moderation resources. Teaching staff have half termly writing moderation meetings ran by the subject leader for English. EYFS staff use the baseline tool from Autumn term to track their children as the year progresses. The information gained from these, alongside teacher assessment, enables teachers to make a judgement as to the standard the pupils are achieving. This information is recorded termly in the electronic tracking tool.

Teaching staff will then input the results in the tracking system following these headings (new system from Autumn 2022):

WTS  
WTS+  
EXP  
GDS

## **Formative Assessment**

Formative Assessment is an integral, continuous and daily part of the teaching and learning process at Holy Souls. It informs all future planning and motivates and encourages the children as they take their next steps in learning. Much of it is done informally as part of each teacher's and each child's day-to-day work.

- Ongoing assessment against National Curriculum objectives throughout each lesson through questioning, observation and dialogue.
- Setting clear learning objectives – children knowing what they are being asked to learn and why.
- Providing progress checks using success criteria shared with the children.
- Feedback with clearly defined next steps
- Providing assessment tasks to assess the way children apply their skills and knowledge.
- Regular work scrutiny and moderation

## **Summative Assessment**

Years 1-6 Summative assessments are used to assess what a child can do at a particular time, and are used as one part of overall teacher assessment – NFER Booklets.

- Year 1: Phonics Screening Check (June) – to include Year 2 pupils who did not meet the standard in Year 1. Along with RWI Assessment.
- Years 1 – 6: progress tests – Star reading test, Reading Comprehension, Maths, Grammar, Punctuation & Spelling (GPS) – NFER Autumn, Spring and Summer term.
- Year 6 – Baseline in Autumn term towards SAT test.

- End of KS1 (Year 2) teacher assessments (using standardised assessment tests to help inform judgements) - Reading Comprehension and Maths (June).
- End of KS2 (Year 6) standardised assessment tests - SATs - Reading Comprehension, Maths, Grammar, Punctuation & Spelling (May).
- Diagnostic tests for targeted children, which could include pupils with Special Educational Needs or those with English as an additional language.
- Termly review of SEN Support Plan for pupils with SEND – SENDCO and Assessment Leader

Pupils' writing is assessed against Assessment Frameworks, which outline the curriculum expectations for each year group.

Assessment processes for EYFS are detailed within a separate section of this policy

## **Progress**

Progress at the end of each curriculum year: Years 1-6 Pupil attainment is measured against Age Related Expectations and progress measured against their individual starting points.

The National Curriculum learning objectives are used to assess key outcomes at the end of each curriculum year and assessment measures are based on these following descriptions: working at 'greater depth' within the expected standard (GDS); working at the expected standard (EXS); working towards plus (WTS+) AND working towards the expected standard (WTS); is against these measures and according to Age Related Expectations, we measure progress and based on overall teacher assessment, decide upon the key outcome at the end of each curriculum year. For example:

| WTS                                                                                                                                | WTS+                                                                                                                                                                   | EXP                                                                                                                                                               | GDS                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A child who is working at a National Curriculum standard, but below that of their own year group.<br>Standardise score of below 90 | A child who can has achieved some of the objectives set out in the curriculum for their year group.<br>Standardise score -90-99 slight behind age related expectations | A child who has achieved most of the learning objectives set out in the curriculum for their year group.<br>Standardise score 100-109 at age related expectations | A child who has achieved all or almost all of the learning objectives set out in the curriculum for their year group and demonstrated that they have achieved a deep and secure learning of the objectives through varied application.<br>Standardise score 110+ |

## **Early Years Assessment**

The children in EYFS are assessed against Development Matters. This is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS, which are the Early Learning Goals (ELGs). The 17 different goals are divided into 7 areas of learning. These are grouped into Prime or Specific areas

| <b>Prime Areas</b>                                                                   | <b>Specific Areas</b>                                                            |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Personal, Social and Emotional<br>Physical Development<br>Communication and Language | Literacy<br>Mathematics<br>Understanding the World<br>Expressive Arts and Design |

On-going formative assessment is at the heart of effective early years practice. This is done through practical assessment tasks and informal observations, made while working and playing with the children.

## **Baseline Assessment**

Pupils complete the Reception Baseline Assessment (RBA) during the first half term of the academic year. The purpose of this is to provide an on-entry assessment of pupil attainment, which will then be used to judge how much progress a child makes during their time in primary school. The assessment is not intended to provide diagnostic information about pupils' areas for development. The assessment takes the form of a twenty minute 1:1 session with the teacher. Staff also enter baseline assessment data into use the ITrack data management system to track pupil progress

## **EYFS Profile /Tapestry**

At the end of the Foundation year, children will be judged against each of the seventeen Early Learning Goals (ELGs). Staff will judge and moderate together as to whether a child is meeting the level of development expected. They will be given a judgement of whether they have met the ELG (working at the expected standard) or are emerging in the ELG (working below or towards the expected standard).

The key foundation stage performance indicator is "A Good Level of Development". In order to achieve "A Good Level of Development", children have to meet the expected level in all of the Prime areas of learning, as well as in Literacy and Mathematics. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child.

The ELGs are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

The assessments are used to:

- Inform parents about their child's next steps and the characteristics of their learning.

- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

### **Assessment in the Foundation Subjects**

All foundation subjects are now tracked via our internal system – Itrack. Subject leaders are able to clearly see attainment and progress of their subjects.

All assessment is based from the national curriculum 2014 standards. KWL grids and knowledge organisers are used at the beginning a unit to see what the children already know. To demonstrate their sticky knowledge children, undertake end of unit quizzes. Teaching staff will then input the results in the tracking system following these headings:

WTS  
WTS+  
EXP  
GDS

Assessment leader analysis this on a termly bases and reports back to subject leaders and Headteacher.

### **MONITORING AND EVALUATION**

The headteacher will ensure this policy is implemented consistently throughout the school.

This policy will be evaluated and reviewed bi-annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development plan.

Adam Morris

January 2023