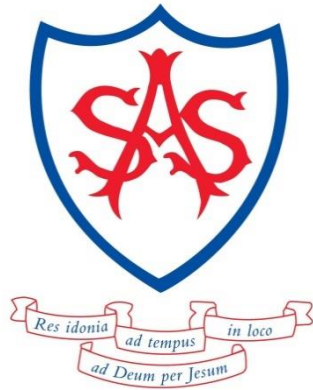




St. Antony's Catholic Primary School

Assessment Policy

School Mission Statement

*'God is at the heart of our school.
With the help of our community, we will strive to learn, love and achieve.'*

**Policy Date: September 2022
Review Date: September 2023**

Contents

Intent
Aims and principles
Legislative requirements and non-statutory guidance
Roles and responsibilities
Definition of Terms
Implementation
Feedback and Marking
Inclusion and Equal opportunities
Monitoring and Evaluation

Intent

At St Antony's our approach to assessment is underpinned by our vision and values and reflects our faith and our mission statement. We place our children at the centre of our school and seek to develop the whole child – spiritually, morally, socially, culturally and academically so they are well prepared to meet future challenges. We believe that assessment of academic progress and attainment reflects only a small part of who every child is and all that they can be.

Assessment complements and assists teaching and learning; it plays an integral part in the planning process and enables the review of current practice as well as providing an overview of pupil attainment and progress. Rigorous and meaningful assessment ensures the provision of an excellent education for all pupils through consistency of approach across the school and a shared attitude to adapting and updating practice, as appropriate, based on the information gathered.

Aims and Principles

Aims

This policy aims to:

- Provide clear guidelines to assessment and feedback for all stakeholders to reflect our consistent and coherent approach.
- Clearly set out how and when learning will be assessed and evaluated.
- Outline our shared pedagogy for formative assessment, marking and feedback across the school.
- Ensure children's learning is at the centre of the assessment and feedback process.

At St. Antony's Catholic Primary School, we believe that the key aim of assessment is to check if pupils know more and remember more of the curriculum and to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child knows and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.

- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

Principles

Different forms of assessment will serve different purposes for different people and organisations.

We will always be clear on:

- Why pupils are being assessed
- The things which the assessment is intended to measure
- What the assessment is intended to achieve
- How the assessment information will be used

Assessment at St Antony's takes three broad overarching forms. These are:

- ✓ day to day in-school formative assessment,
- ✓ in-school summative assessment
- ✓ National statutory summative assessment.

The principles that underpin assessment at St. Antony's Catholic Primary are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next to enable all children in my class to achieve?'
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. 'Steps to Success' are shared or formulated at the start of each session and pupils' work is assessed against these criteria.
- A range of formative assessment strategies are used daily to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

Legislative requirements and non-statutory guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy is written with reference to:

Early Years and Foundation Stage Statutory Framework

National Curriculum Primary programmes of Study for KS1 and KS2.

Please read in conjunction with our Curriculum Intent Statement, Teaching and Learning Policy, Curriculum Policy, subject specific policies, Reading Policy, Display Policy, Staff Handbook, SEN and Inclusion Policy and Home Learning Policy.

Roles and responsibilities

The Governing Body

Governors will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.

The Head teacher and Senior Leadership Team (SLT)

The Head teacher and SLT will review all curriculum policies and through learning walks, monitoring, discussions with subject leaders and book scrutiny will take a strategic overview of how this policy is being implemented.

Subject Leader

The subject leader will review this policy yearly and ensure that it is up to date and relevant.

Teachers

Ensure that their planning and teaching reflects the practice and procedures outlined within this policy and the staff handbook.

Definition of Terms

Formative Assessment – an ongoing, daily process that informs teachers' professional judgements regarding the immediate attainment and progress of pupils; the process whereby teachers 'use evidence of student learning to adapt teaching and learning, or instruction, to meet student needs' (Dylan Wiliam 2009) informed by observation, marking and feedback, questioning and dialogue etc.

Summative Assessment – an assessment of learning that takes place at the end of a unit, term, school year or key stage.

Attainment – the level of knowledge and understanding a pupil is currently able to demonstrate, judged as Working Towards, On Track, Expected or Greater Depth

Progress – the measurable advancement of academic achievement.

Mastery – a pupil's ability to apply their learning with fluency

Knowledge Organiser – a one-page summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject.

Working Below/Just Below/Towards* – the judgement given to pupils who are currently working below age related expectations.

On track/Expected* – the judgement given to pupils who are currently working at age related expectations.

Greater Depth/Above* – the judgement given to pupils who are currently working above age related expectations.

*The terms 'Working Towards, Working At and Working Above are used on end of year reports to parents. The terms 'Working Below, Just Below, On Track and Greater Depth are used by teachers in ongoing and termly assessments.

Implementation

Summative assessment

Data generated from summative assessments for different stakeholders is used as follows:

- **School leaders** 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** evaluate learning at the end of a unit or period and the impact of their own teaching. They also analyse data to identify learning gaps, narrow these gaps and ensure all pupils make progress.
- **Pupils** understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** stay informed about the achievement, progress and wider outcomes of their child across a period.

National Statutory Summative Assessment.

These are:

The EYFS Profile

The profile reflects ongoing observations, records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs). Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (Emerging)

This data is recorded on Insight Tracking and informs planning in the first term of Year 1 and beyond. The EYFS profile data is used to measure Good Levels of Development within the EYs setting.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of KS1 SATS

All pupils sit the following tests at the end of Year 2:

- Reading
- Maths
- Grammar, Punctuation and Spelling (optional)

Writing is teacher assessed and may be moderated by the local authority.

Year 4 Multiplication Tables Check

The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. Its purpose is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It enables us to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

End of KS2 SATS

All pupils sit the following tests at the end of Year 6:

- Reading
- Maths
- Grammar, Punctuation and Spelling

Writing is teacher assessed and may be moderated by the local authority.

In-School Summative Assessment

St Antony's use the following summative assessments:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reading NFER		Reading NFER		Reading NFER
	Spelling Punctuation and Grammar NFER		Spelling Punctuation and Grammar NFER		Spelling Punctuation and Grammar NFER
Writing teacher assessment	Writing teacher assessment	Writing teacher assessment	Writing teacher assessment	Writing teacher assessment	Writing teacher assessment
Arithmetic Test	Arithmetic Test	Arithmetic Test	Arithmetic Test	Arithmetic Test	Arithmetic Test
	White Rose Reasoning		White Rose Reasoning		White Rose Reasoning
	RE assessment		RE assessment		RE assessment

In addition to the above, the following are also used:

Phonics

- Read Write Inc assessments (every 6 weeks)

Reading:

- Regular informal reading checks
- Regular phonics screening checks for Year 1 (approx. every 6 to 8 weeks)
- Weekly spelling tests

Mathematics

- End of unit assessments (White Rose)
- Weekly times tables tests (KS2)

RE

- Teachers use specific tasks to formally assess children during each term.
- Children are assessed against Levels of Attainment as set out by the Bishop's Conference of England and Wales (Please see RE policy)

Foundation subjects

- Subject leaders have set out their curriculums with clear 'must' and 'should' statements for knowledge and skills which teachers use to assess the children.

Formative Assessment

Formative assessment is day to day assessments of knowledge and skills which is used to move learning forward. It is an essential part of every lesson in every subject.

Teachers identify how pupils are performing on a continuing basis and use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.

Pupils measure their knowledge and understanding against learning intentions and steps to success and know what they need to do to improve.

Good formative assessment practice is one of the most effective ways to raise standards. Responsive teaching techniques are used to ensure children know where they are with their learning and how they can improve. Teachers adapt their teaching and planning in response to the children's learning. Daily on-going formative assessment takes many forms. These might include:

- Questioning techniques
- Knowledge organisers
- Observations
- Discussions
- Self-assessments by pupils
- Peer marking and assessments
- Marking of books
- Conferencing
- Mini quizzes
- Mini plenaries
- 'Show me' techniques using mini whiteboards, fans etc

Procedures

At the start of each unit of learning, teachers provide pupils with a knowledge organiser containing the key facts, essential knowledge and vocabulary for the unit. They then assess children regularly using techniques outlined above. Children not 'on track' to meet the essential learning objectives are identified by week 3 of the unit so that adaptations can be made.

Feedback and Marking

"Feedback is one of the most powerful influences on learning and achievement"

Hattie and Timperley, 2007

Feedback is an essential part of good education. Feedback can take the form of spoken or written marking, peer marking or self-assessment. High quality feedback, in whatever form it is given, will be evidenced in how pupils are able to tackle subsequent work.

- The focus of feedback should be to further children's learning and to help them become self-aware, confident, resilient and independent.
- Feedback delivered closest to the point of action is most effective.
- Feedback is part of assessment processes in the classroom, takes many forms and ensures progress for all learners regardless of starting points.
- Feedback can be verbal or written, whole class, small group or individual. It can be given by the teacher or by peers.

All feedback is focused on pupil progress, developing good teacher-pupil relationships and raising pupils' self-esteem.

Evidence of feedback in books (Marking)

Marking is one aspect of feedback. At St Antony's marking has only one aim: to advance pupil progress and learning. Marking should acknowledge pupils' work, ensure high standards of presentation are maintained, check learning and inform decisions about what teachers and pupils need to do next in order to drive progress.

Our policy aims to ensure that all written marking should be meaningful, manageable and motivating. Marking should motivate pupils to progress. An important element of marking is

acknowledging what pupils have done, valuing both their effort and achievements while at the same time ensuring that they know how to improve.

There are a range of ways that feedback may be evidenced in books:

- **Individual verbal feedback.** Work in book will be marked with VF.
- **Whole class feedback.** Feedback sheets are used to acknowledge strengths, share good examples of work and address common misconceptions. Work in books will still be acknowledged with ticks as below.
- **Written marking.** This may be short and brief or more in depth depending on the task. Children may be given short follow-on tasks to do in response to the marking. Time will be given for children to respond to feedback promptly and teachers must check responses.

The following symbols will be used:

✓ = some evidence of LI , ✓✓ = LI clear and secure, ✓✓✓ = evidence of greater depth

Teachers use their judgement to decide whether a feedback sheet, verbal feedback or written feedback will best suit. The level of marking will be appropriate to the task and pupil. All work will be acknowledged irrespective of feedback method as soon as possible after completion.

Spelling and punctuation errors will be indicated appropriate to the age and ability of the child.

The following symbols will be used:

Ⓟ = Punctuation

Ⓢ = Spelling

Learning intentions and clear success criteria are shared within lessons and marking will relate directly to the learning intentions and success criteria.

Supply teachers should write '**supply**' when marking work.

PPA cover teachers should write '**PPA**' when marking work.

The symbol Ⓢ should be used when a child has been given support.

LSAs should write '**LSA**' if they have worked with a child.

See Appendix 1 & 2 for pupil marking and feedback sheets.

All marking is to be completed in green pen in a clear legible hand aligned to the school handwriting script.

Self and Peer Marking

Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning.

- **Self Assessment – in purple pen**

Before any child hands in any piece of work for marking they should spend an appropriate amount of time checking their work. This time will be planned for as part of the lesson.

- **Peer Assessment – in purple pen**

Peer assessment should begin in Y2 and be modelled by the class teacher using appropriate strategies.

Collecting and using data

Children's attainment is recorded on **Insight Tracking** termly.

If a child is at expected level for the term assessed, this will be recorded as: **'On Track'**

If a child is slightly below expected levels (ie working towards the year group objectives but not yet secure, this will be recorded at **Just Below.**

If a child is working beyond the expected levels for the term assessed, this will be recorded as **'Greater Depth'**

Any child working towards objectives for a different year group will be recorded as **'Well Below.'** In this case, the objectives met by this child will be highlighted by the class teacher termly to show progress.

Progress

Progress will be mainly monitored through regular book looks, pupil progress meetings, moderations and pupil conferences. However, pupil progress will also be monitored on Insight Tracking as follows:

Below expected progress

Expected progress

Above expected progress

It should be noted that children are individual and progress at different rates at different times. They do not always follow a straight path.

This data will be used to inform next steps in teaching and learning and to ensure that children are making progress. Pupil progress meetings, in which teachers discuss the children's attainment and progress, will be held termly.

Inclusion and Equal Opportunities

Identification and assessment of pupils with special educational needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances, therefore we do not immediately assume that a child has special educational needs.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress meetings are held termly, attended by the class teacher and a member of the Senior Leadership Team, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Short-term target review paperwork. These shorter-term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

(Please see our Special Educational Needs Policy)

Monitoring and Evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinies, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice.

Appendix 1



Pupil Marking and Feedback Policy KS1

The teacher can help you improve your learning by:

- Talking to you about your learning.
- Talking to the whole class about the learning.
- Writing in your book.

- ✓ = you are nearly there with the learning.
✓✓ = you have understood the learning well.
✓✓✓ = you have shown greater depth in your learning.



Add **fullstops**.



Use **finger spaces**.



Spelling mistake.



Use **capital letters**.



Use **phonics** to sound out the word.



Verbal feedback

Green underline = good

Orange underline = something to improve

Self and peer assessment and feedback - in purple pen

Teacher assessment and feedback - in green pen

Appendix 2



Pupil Marking and Feedback Policy KS2

There are a range of ways that you may receive feedback about your learning:

- **Verbal feedback** - The teacher will talk to you about your learning.
- **Whole class feedback** - The teacher will talk to the whole class about the learning.
- **Written marking** - The teacher will write a comment in your book. You should read this carefully and may be given short follow-on tasks to do in response.

The following symbols will be used in marking:

✓ = you have included some evidence of the learning intention.

✓✓ = you have understood the learning intention securely.

✓✓✓ = there is evidence of greater depth in your learning.

Ⓟ = Punctuation - you have missed out a punctuation mark or used the wrong mark.

Ⓢ = Spelling - you have misspelt a word. Find it in the dictionary and correct it.

∧ = Missing word or phrase - you have missed out a word or phrase.

Ⓢ = Support - an adult has supported you with your learning.

Ⓡ = Independent - you completed the learning independently.

ⓇⓇ = Verbal feedback - the teacher talked to you about your learning.

Green underline = good evidence of the success criteria

Orange underline = something to improve

Teacher assessment and feedback - in green pen

Self and peer assessment and feedback - in purple pen

Feedback helps you to learn. It is important that you read, listen to and think about the feedback that you are given.



English Books Marking Expectations



Underline evidence of success criteria in green.

Underline areas to improve in orange.

Use green ticks for assessment
✓ = not met LI
✓✓ = met LI
✓✓✓ = working at greater depth.

Thursday 1st November 2021

Li: To write in the style of the author. ✓✓✓

Hannah made her way along Friary Lane with the corophonous chattering of children echoing in her ears. A vast crowd of year sixes hurtled past her, she followed them, desperate to fit in. They walked past screaming recept children, excitable parents and welcoming teachers. Then ^{suddenly} Hannah caught sight of her first obstacle. The security guard. She ducked down under a human doak of people rushing towards the gate. But straight away she ^{eyes swept over} she had made the wrong decision. The guard ^{scanned the} crowd like she was a robot, scanning each child's face individually. His eyes were as sharp as a knife; an eagle searching for her prey.

"Hey you! Get up off the floor immediately!" ^{barked} she ^{shouted} the formidable security guard. Everyone stared at her. "Um, yes miss." Hannah murmured. "Have you seen you before... You must be the new girl! Welcome to St. Anthony's." ^{Anthony's} Mrs Poulter ^{explained.} hesitating, the 'new girl' walked through the gate.

The back playground was in chaos. There ^{Happy} the children ^{were} everywhere from 5-11 years old. Everyone was laughing, screaming and playing. Everywhere you looked, a different game was being played by smiling children. If this school did have a secret, they were good at hiding it. Maybe M16 were wrong. That was what she thought until... A wave of silence washed over them, ribs ribs ribs off the wall around the playground.

Wow Hannah! (EX)

Excellent use of obstacles, sounds and varied sentence lengths.

* Vary your openness, think about using adverbials.

Once a week, comment on areas of success and areas for improvement related to the success criteria. Consider giving a related task to do immediately.
Eg Write another sentence using a more interesting adverbial.