

**St. Ethelbert’s RCP**

**Assessment Policy**

*Love, Care, Share…*

*Love learning as friends;*

*Care for our community as neighbours;*

*Share our faith in Jesus as disciples.*

**Purpose**

The purpose of this policy is to support school improvement and to promote the raising of standards of achievement and attainment for all our pupils. It sets out the rationale and practical application of assessment at St. Ethelbert’s RCP.

**Why do we assess?**

Teachers assess so that they can:

* identify what children know, understand and can apply to their work
* plan learning opportunities that reflect the needs of all children
* identify children who are falling behind and therefore plan support to address their needs
* identify children exceeding their age related expectations and therefore plan work to extend them further
* provide parents with information about their child’s learning
* provide useful data for analysis, whole school planning and accountability

**Assessment at St. Ethelbert’s**

In all aspects of assessment, the vast majority of children are taught and assessed against the key skills, knowledge and understanding, appropriate for their age, as set out in the Primary National Curriculum 2014.

The vast majority of our assessment is formative;on-going assessment that involves teachers giving feedback to children about what they have achieved and the areas they need to improve on. This kind of marking and feedback is carried out in line with the Marking and Feedback policy. (Appendix 1) This element of assessment is perhaps the most crucial in enabling progress to take place.

Summativedecisions are made about children’s achievement at the end of each term and annually. These decisions are based upon the children’s work over time, but also upon summative assessments such as tests.

From September 2023, St. Ethelbert’s will follow the St. Teresa of Calcutta CAT Primary Assessment Data Schedule, which is as follows:

|  |  |
| --- | --- |
| AUTUMN TERM | Reception: On-Entry Assessment - October  |
|  | Data Drop - November  |
| * 2017 Y6 SATs Reading, GPS and Maths
* 2022 Y1 phonics screening check

Teacher assessment for:* EYFS
* Y1 - Y5 Reading, Writing and Maths
* Y6 Writing
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| SPRING TERM | Data Drop - March |
|  | * 2023 Y6 SATs Reading, GPS and Maths
* 2023 Y1 phonics screening check

Teacher assessment for:* EYFS
* Y1 - Y5 Reading, Writing and Maths
* Y6 Writing
 |
| SUMMER TERM | Data Drop - June |
|  | Statutory Data:* EYFS profile
* Y1 phonics screening check
* Y2 phonics screening check
* Y2 Reading, Maths, GPS; Writing and Science (Use of SATs)
* Y4 MTC
* Y6 Reading (SAT), Writing (TA), GPS (SAT), Maths (SAT), Science (TA)

Teacher Assessment* Y1 Reading, Writing, Maths
* Y3 – Y5 Reading, Writing, GPS & Maths
 |
| Greater DepthAge related expectationsWorking towards (up to 1 year below ARE)Below (working 1 – 2 years below ARE)Well below (working 2+ years below ARE) |

In EYFS, formative assessment is an integral part of ‘in the moment’ planning and occurs on a daily basis.

In Years 1-6, teachers will use all the assessment information available to judge whether a child is:

* Working at Greater Depth
* Working at Age-Related Expectations (ARE)
* Working towards age-related expectations (up to one year below ARE)
* Working below (1-2 years below AREs)
* Working well below (2+ years below ARE)

Moderation of work will be completed across year groups and also with other schools (SToC and / or BOSCEP) to help ensure that assessment decisions are objective and accurate.

Pupil progress meetings between class teachers and members of the Senior Leadership Team take place at the end of each term. These meetings establish how the children are performing in relation to their age related expectations and identify ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT is then able to discuss with the teachers how these children might be supported to ensure that actions are taken to accelerate their progress. Likewise, children that are exceeding age related expectations are discussed and additional challenges put in place as appropriate. As a result of these meetings, a plan will be made for targeted interventions for the following term.

**Children working well below their Age Related Expectations**

Some children may be working significantly below their age related expectations because of their Special Educational Needs. These children have a Pupil Passport which details specific targets for them to work towards. Any assessment of their progress takes into account achievement against their Pupil Passport targets.

**Communicating with Parents about Learning and Assessment**

In Nursery and Reception, different pupils are ‘focus children’ each week. During their allocated weeks, parents are able to meet with staff to discuss their children’s learning and next steps.

Parents of pupils in Y1-6 are invited to attend Parents’ Evening midway through the Autumn and Spring terms, where they have the opportunity to discuss their children’s achievement in all curriculum areas. In addition, parents of pupils with additional needs have regular meetings with class teachers to discuss progress and strategies to support learning at home.

In the Summer term, all parents receive a detailed written report, which indicates how securely children are working at age related expectations.

**The Role of Governors**

Governors have a crucial role in ensuring the school has accurate assessment information and holding senior leaders to account for achievement. Therefore, at St. Ethelbert’s, the Raising Achievement Group (RAG), made up of at least two governors and the SLT meets at the beginning of each term to discuss the previous term’s data for each year group in reading, writing and maths, as well as the performance of vulnerable groups. In turn, the RAG governors will report back to the local governing board at their termly meeting. As a result, governors have a secure understanding of how groups of children are performing and the progress they are making.

This policy will be reviewed annually.

**Reviewed October 2023**



**Appendix 1**

**St. Ethelbert’s RCP**

**Feedback & Marking Policy**

*Love, Care, Share…*

*Love learning as friends;*

*Care for our community as neighbours;*

*Share our faith in Jesus as disciples.*

The Feedback and Marking policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning so that the whole child is developed and successes are celebrated in line with our Catholic ethos and Mission Statement.

**We aim to promote learning and raise standards by:**

* Sharing learning goals with pupils
* Helping pupils to know and to recognise the standards they are aiming for
* Involving pupils in self-assessment and peer assessment
* Providing feedback which leads to pupils recognising their next steps and how to take them

Whilst recognising the crucial role that marking and feedback have in driving forward pupil progress and raising standards, the school is also committed to managing staff workload and has reviewed this policy in light of guidance from the DfE and the Ofsted Inspection Framework.

**The following expectations are to be followed from Y1-Y6 (Y1 from the Spring Term):**

**Written Work in all Subject Areas**

**(i)** **Steps of Success (SoS)**

* Steps of Success (SoS), including the WALT, are printed onto a small sticker and placed in each child’s book prior to the lesson. SOS are not always needed for grammar exercises
* Each of the success criteria are listed as bullet points to be used as prompts for learning, promoting independence and good achievement. These are discussed with the children prior to them beginning their work

(ii) **Types of marking and feedback**

**Verbal feedback**:

* this type of feedback may be given frequently during lessons, as teachers identify misconceptions or difficulties as they monitor progress; where a number of children share the same issue, then this might result in a re-teach within the lesson or inform an intervention at a later date
* Alternatively, such feedback may result in children moving on to a greater challenge, where it is evident that they are secure within a concept (e.g. in grammar)
* Where verbal feedback is given at the point of learning, the code ‘VF’ is annotated next to the section of work where this has occurred

**Detailed marking**:

* Class books are divided into three groups (1, 2 & 3), with each group containing books from a range of abilities
* After each lesson, one group’s books are marked in detail (see below); the rest are monitored by the class teacher and marked with a tick to indicate that the children’s work has been seen.
* Teachers must ensure that **all** children have their books marked in depth at some point during the week or over a sequence of lessons in the case of topic work
* In writing, at the beginning of a unit of work, ’cold tasks’ are assessed and this marking informs planning for the unit that follows; **all** ‘hot tasks’ must be marked in detail; some marking may take the form of 1:1 conferencing
* When marking, where there is evidence of SoS within the piece of written work, this should be highlighted in pink, both on the sticker and in the work itself

**Pupils’ response to marking**:

* Following marking, teachers identify common issues which will inform activities within a designated fix-it time
* Fix-it time (Y1, Y2 from Spring term) should take no longer than ten minutes and will take place at the beginning of the next lesson
* Responses may be marked by the teacher or additional adults as they circulate and assess during fix-it time or through peer assessment, where appropriate
* Teachers should use their professional judgement with regards to the differentiation of fix-it time; e.g. SEND pupils or the more able might have practice or challenges which better meet their needs
* If assessment of fix-its indicates that some children still need further practice or input, then an intervention should be planned
* In some subject areas, for example, in RE, pupils may be expected to respond to a question which deepens their understanding of a particular concept

**Maths:**

* Unlike in written subjects, **all** maths books must be marked on a daily basis
* Some marking may take place during the lesson at the point of learning, as teachers circulate and check understanding; this might also involve some verbal feedback, which should be acknowledged as outlined above
* If TAs are working with a group or individuals, they should mark the children’s work to assess understanding and to provide assessment information to the teacher
* In some lessons, it may be appropriate for the first few calculations to be marked by the children, so that the teacher can make a quick check of understanding and modify teaching plans accordingly; for example, a re-teach or more guided work
* At the end of a piece of maths work, the following codes should indicate whether expectations for the lesson have been met:
* Quantity – **V**
* Presentation and organisation – **P**
* Have the SoS been met? – **SoS**
* Where expectations have been met, a pink line should be drawn through the letters
* If a child needs to work with an adult at the start of the next lesson, this should be indicated by the code ‘WS’ (With Support)
* As outlined above, designated fix-it time will take place at the beginning of the next lesson;– teachers are not required to write individual fix-its in books; these may be written on the board or on the working wall
* Fix-its may take the form of:
* Corrections
* Continued practice
* A using and applying task
* A challenge activity
* Guided intervention
* As outlined above, fix-its may be marked at the point of learning, either by adults or children, whichever is most appropriate

Feedback from teachers will be written in red; children’s marking and feedback will be written in purple.

In all subjects, praise is encouraged, particularly where a child has made good or outstanding progress or has tried very hard. Teachers may use stickers or dojos points if they so wish to reward good achievement or independent working.

**Reviewed October 2023**



**Appendix 2**

**Assessment Overview**

**Reading:**

|  |  |
| --- | --- |
| **Formative** | **Summative** |
| * objective-led guided reading sessions, informed by the Lancashire Learning & Progression Steps (LAPS)
* tracking of progress within book bands
 | * Cracking Comprehension assessments
* Salford Reading Test (SEND)
* IDL (SEND intervention)
* Use of past Phonics Screening Checks for Y1 & targeted pupils in Y2
* Use of Reading SATs in Autumn & Spring terms for Years 2 & 6
* NFER - Summer term Y1, 3, 4, 5
 |

**Writing:**

|  |  |
| --- | --- |
| **Formative** | **Summative** |
| * Initial assessment of ‘cold task’ at the beginning of a unit of work
* Progress against ‘Steps of Success’ (SoS) during the teaching sequence
 | * Assessment against Lancashire LAPS and assessment frameworks following independent ‘hot task’ at the end of a unit of work
* Weekly spelling tests
* Headstart Grammar assessments at the end of each term
* Moderation of assessment judgements with other schools
 |

**Maths:**

|  |  |
| --- | --- |
| **Formative** | **Summative** |
| * Ongoing assessment against year group objectives through marking, observation, discussions with pupils
 | * White Rose (end of unit assessments)
* Weekly arithmetic tests
* Two-Minute Maths (intervention)
* Ongoing times tables assessments
* Use of past Maths papers (Y2 & Y6)
* NFER – Summer term Y1, 3, 4, 5
 |

**Other subjects:**

|  |  |
| --- | --- |
| **Religious Education** | Assessment of pupil’s work, based on a three year cycle, is carried out **once per term** for **one** of the three topics covered in the ‘*Come and See’* scheme; overall attainment is judged through assessment of work over time, using the ‘driver words’ of:* Recognise
* Describe
* Give reasons
* Show understanding
* Make links
 |
| **Foundation Subjects:** | Teachers gather evidence through observations, examples of children’s work and discussions with pupils after each unit of work |

**Statutory Assessments:**

|  |  |  |
| --- | --- | --- |
| **Year Group** | **Statutory Assessments** | **When?** |
| Reception | * Baseline assessment
* Teacher assessment against the National EYFS Framework
 | * first six weeks of the children’s time in Reception class
* June
 |
| Y1 | * Phonics Screening Check
 | * June
 |
| Y2 | * Phonics Screening Check (resit)
 | * End of the Autumn term/June
 |
| Y4 | * Multiplication Tables Check
 | * June
 |
| Y6 | * Tests in Grammar, Punctuation & Spelling (GAPS); reading & maths
* Teacher assessment of writing
 | * May
* June
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