

English Martyrs Catholic Voluntary Academy
Assessment Policy



“ We learn and grow as a family in the footsteps of Jesus”

Approved by: FGB

Date: December 2016

Last reviewed on: December 2016

Next review due by: December 2019

Aims:

- To encourage the active involvement of children in their own learning.
- To actively share learning goals with children and focus on effective questioning.
- To encourage children to be actively involved in self- assessment and reflective self-evaluation.
- As schools, we have confidence that every child can improve and aim to guide individual improvement through our feedback.
- To gather systematically, record and review evidence of child attainment in relation to the statutory attainment targets.
- To assess, record and report a wide range of a child’s achievement.
- To use the outcomes from assessment, recording and review of progress, to monitor and evaluate curriculum planning.
- To track individuals and cohorts through the school to monitor their achievements and set targets in order to raise the level of progress.
- To analyse school results and tracking systems, both within school and nationally in order to raise the level of achievement.
- To use assessment information for school improvement.

In our Federation we believe that any assessment undertaken must have a direct impact on children’s learning. Assessment is made up of two strands:

Assessment for Learning:	Summative Assessment:
Assessment for learning involves both the teacher and child in a process of continual feedback, reflection and review. It is an ongoing process which provides children with opportunities to demonstrate what they know, understand and can do. We assess and evaluate	Summative assessment is a tool which enables us to make judgements about a child’s performance in relation to prior attainment and national standards. The progress of children (individuals and groups) is carefully tracked

<p>all the time, making judgements about children's needs and acting upon them. These evaluations shape the subsequent planning and delivery of lessons both for individuals and for the class as a whole. Assessment for learning also includes the practical application of information gained from the analysis of summative assessment such as SATs.</p>	<p>throughout the school using the results of summative assessment in order to provide child attainment data. This data, in conjunction with feedback from teachers, is used in order to monitor the quality of teaching and learning in the school, to ensure that we are providing value added education.</p>
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The Foundation Stage

In Early Years we:

- plan and provide a curriculum that is based on the areas of learning in the foundation stage curriculum
- make sure that the curriculum enables children to achieve, and where appropriate, exceed the early learning goals
- use the Early Years Foundation stage curriculum guidance for the foundation stage to help plan activities and opportunities for play
- report progress and achievements against the early learning goals at the end of the foundation stage, using the scales set out in the foundation stage profile handbook

Assessments in Early Years are on going and are an integral part of every day practice. All children are assessed as they enter the school and these baseline assessments are recorded on the school tracking system. If children come into school with an assessment profile from their nursery setting, this helps to inform their baseline assessments.

Each child has a foundation stage profile based on ongoing observations and assessment in all areas of learning. Each child's developments and achievements are recorded on assessment scales derived from the early learning goals. Summary profiles are completed for each child reaching the end of the foundation stage, four weeks before the end of the summer term.

Our assessment techniques range from incidental observations of children undertaking learning, planned play observations and adult supported activities. Observations are noted on each child's online learning journey. At the end of Early Years children's achievement from the foundation stage profile is inputted into the school Tracker so that each child's progress can continue to be tracked as they move from the foundation stage to key stage one and two.

Teaching Methods

As part of both their medium and short term planning, teachers ensure that specific year group learning objectives are incorporated into their plans. These learning objectives cover: the attitudes, skills, knowledge and concept that the lesson is designed to teach. The objective should explain what the learners will know, understand, believe or be able to do by the end of the lesson or unit. Activities are listed alongside the objectives.

Learning objectives are written up on the board and discussed with the class at the start of each lesson. This enables the children to focus their minds and the teachers to gain an insight into the knowledge that the children are bringing to the lesson. It also provides the opportunity to establish 'success criteria' for each lesson. During lessons the teacher and teaching assistant supports the children's learning by working with small groups or individuals. Throughout each lesson the teacher encourages the children to explain what they are doing and why they are doing it. The act of discussion and verbalisation helps children to structure and clarify their understanding.

Throughout and at the end of lessons, teachers hold plenary sessions which are designed to be periods of reflection and consolidation. Children are encouraged to comment on their learning in light of the lesson's objective. During plenaries the teacher summarises and reviews the lesson objective and asks the children questions designed to reinforce the lesson and to encourage self-evaluation. Plenaries allow the teacher to assess the children understanding and the progress they have made.

Marking of work results in the teacher, child and parent having a clear idea of what has been achieved and assists all concerned with the next stage in the child's learning. (please refer to the marking policy)

During the marking and feedback process teachers and children identify the next targets in their learning. These are short-term targets designed to move the children's learning on and are carefully chosen to ensure that they are manageable for child and realistically achievable. The targets are written in language which is accessible to children.

Target setting is recognised nationally as being a significant factor in raising the attainment of all children. Teachers work in close collaboration with children and parents at each stage of this process. This process enhances the relationship between children and teachers, and teachers and parents.

Learning targets for Literacy and Maths are displayed in the child's book and updated frequently. Involving children in the target setting process is central to our assessment process. The purpose of involving children in the feedback and target setting is to encourage the children to take ownership of and responsibility for their own learning. Sharing the process enables teachers to monitor and acknowledge children' progress; it also ensures that each child has a clear understanding of what he or she needs to do to make progress.

Reflection and Annotation

Any significant issues that are identified during the feedback and marking process that can not be dealt with effectively and immediately through discussion or the use of targets are used to directly inform subsequent planning. In the first instance the changes to planning are on teacher's weekly plans. It allows them to reflect upon the impact of their teaching in terms of lesson content, teacher expectation and delivery. The action teachers take as a result may, in the short term, inform lessons planned in the following days, or in the long term lead to alterations to units of work that are taught or revisited later on in the academic year. Where significant changes are needed to schemes of work this is discussed with curriculum leaders.

The reflection and annotation process also helps to identify children who, because of their response during a lesson or series of lessons, would benefit either from reinforcement or extension to achieve the lessons objectives. These needs are then reflected in alterations to subsequent planning and further differentiation.

Assessing Children's Progress

In The Federation we use Target tracker as a tool to help us monitor progress of groups of children and individuals. We track the children through the use of 6 steps beginning, beginning plus, working, working within, secure and secure plus. Teachers are continually assessing through the year group objectives and highlight this information on target tracker using evidence from the children's work to back up these judgements. Constant monitoring of data is carried out throughout the year across the federation and beyond through external opportunities. This assessment data is then fed to SLT 4 times a year and pupil progress meetings are held between the head, class teacher and SENDCO to look at progress and any necessary intervention planning this onto a whole school provision map.

Summative Assessment

Summative assessment is a crucial tool for tracking child progress against age related expectations and identifying their needs, for providing information for grouping, resourcing and staffing. Information gathered through summative assessment is inputted onto a whole school data tracker shared with staff and governors. This summative data is combined with information gathered through formative assessment to inform the school's Target Setting procedures (both annual and end of key Stage). This information is also important for informing Performance Management.

The Annual Assessment Cycle

There are three key summative assessment periods during the year; November, April and June.

Class termly data is used to check trends such as value added, gender differences, PP, EAL and SEN within a class, across a year group and throughout the school. It is our aim that children make 6 steps of progress each academic year. However we aim to close the gap in achievement between disadvantaged children and those who are not and may set more than 6 steps progress for those children.

SATS

Key Stage 1

SATs take place in year 2 throughout May. Each child is teacher assessed in Reading, SPAG, writing (including spelling and handwriting), maths (including number, shape, space and measurement) Teachers use formative assessments to inform their judgements and may also set short pieces of work in English and maths to help to judge the level of ability the child is considered to be. All assessments are moderated internally and across The Federation, and may also be externally moderated from within the Local Authority.

Key Stage 2

SATs take place in year 6 in May. The tests cover Reading, SPAG, writing and maths . Papers are sent away to be marked with results returned to the school before the end of the academic year. Writing is marked internally but moderated across the Local Authority.

Target Setting

In the Autumn Term the information contained in the Tracker is analysed and carefully discussed by the Governors, core subject leaders, teachers and the Leadership Team in order to set the end of Key Stage Targets . A meeting is then held with the Head teacher and the School Improvement Partner to formally agree the targets for Year 2 and Year 6 for the following year.

An analysis of the end of KS2 SATs papers is carried out each year at the end of the summer term. A report is produced which details significant findings and suggests whole school Curriculum Targets for the subsequent academic year. These then form part of the School Improvement Plan.

Reporting

Parents receive a written Record of Achievement in the second half of the summer term. The report identifies children's progress for each subject and includes results of recent assessments; an explanation of our whole school assessment system is also included. Both parents and children have the opportunity to make written comments about the Record of Achievement.

Transition

At the end of the academic year time is made available to teachers in order to discuss the hand over of their classes to their new teachers and to pass on important information about each child. Planning, Assessment and Inclusion information form the basis of these transition meetings.

Inclusion (SEN, PP,G&T, EAL)

When assessing, teachers should consider the most effective ways to support children with SEN and EAL and where necessary refer to the relevant policies.

When progress falls significantly outside the expected range, the child may have special educational needs or be identified as gifted or talented. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different actions to enable the child to learn most effectively. This ensures that our teaching is matched to the child's needs.

If a child is identified as having special educational needs they will hold a pupil passport which is shared with parents and targets constantly updated. External agencies may be involved and if necessary an Educational Health Care Plan applied for.

Monitoring

The Head teacher and SLT are responsible for monitoring the standards of the children's work and the quality of assessment. They are also responsible for supporting colleagues in assessment procedures, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. A monitoring timetable with a triangulated approach is put together at the beginning of the academic year which highlights lesson observations, book scrutinies and learning walks as well as opportunities for pupil interviews.

The Governing Body oversees the cycle of assessment through the Head teacher's report to the Governing Body and through the Pupil Progress and Welfare Committee which monitor data closely and carry out regular

learning walks across both schools. Peer reviews are carried out through the trust and moderation meetings across the MAT in core subjects.

Equal Opportunities

Our aim is that every child is given the opportunity and support in taking advantage of the opportunity to learn and develop their potential in every area of school life regardless of sex, race, ability, social class, religion or appearance.

Literacy Assessments

At least one Big Write should be completed independently each half term and feedback should be completed indicating to the child the next steps. Reading should be assessed during Guided Reading sessions and observations recorded as well as through reading comprehension tasks. SPAG should be assessed regularly using Assertive Mentoring. Phonics across Early Years and KS1 should be assessed at the end of each term.

Maths Assessments

Maths should be assessed as an ongoing process using Assertive Mentoring. Times tables should be tested on a weekly basis.

Science Assessments

At the end of a science unit of work children should be assessed on different assessment foci. This should be recorded for that topic.

ICT Assessments

An ICT portfolio should be kept by the ICT Subject Leader with examples from each year group in each class. At the end of an academic year class teachers report ICT levels on the grid to the subject leader and the Head.

RE Assessments

An RE portfolio will be kept by the RE Subject Leader with levelled examples from each ability range in each class.

Data should be inputted in November, April and June to the RE leader and Head.

PE Assessments

PE is assessed through the use of essential skills grids looking at year group objectives and deciding whether the children are emerging, expected or exceeding these.

The Foundation Stage

The Early Years teacher is responsible for completing a foundation stage profile for each child and measuring progress through high quality observations. These are recorded on tapestry.

Child Tracking

Teachers will pass on assessments and targets so that they can be inputted into the whole school tracker.

Pupil progress meetings will be held in October, January and April / May.

Progress in foundation subjects is tracked through the completion of mind maps at the end of a topic or unit of work.