English Martyrs Catholic Voluntary Academy
Assessment Policy

" We learn and grow as a family following in the footsteps of Jesus"

Approved by:	FGB	**Date:** 12.03.20
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Aims:

- To encourage the active involvement of children in their own learning.
- To actively share next steps for learning 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 develop 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.

2. Assessment approaches

At English Martyrs we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

In our school we believe that any assessment undertaken must have a direct impact on children's learning.

In-school summative assessment

Effective in-school summative assessment enables:
- School leaders to 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 to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to 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 to stay informed about the achievement, progress and wider outcomes of their child through accessing progress reports 3 times a year.

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.

Currently we use the end of unit assessments in the white rose maths materials in each year group and PIRA reading assessments 3 times a year as well as end of key stage summative assessments in year 2 and year 6.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:
- School leaders to 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 to understand national expectations and assess their own performance in the broader national context
- Parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:
- Early Years Foundation Stage (EYFS) profile at the end of reception and baseline assessment initiated currently at school level.
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

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 childs 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 childrens 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 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**.** Knowledge organisers are used in identified subject areas and shared with parents on class pages to support learning and highlight vocabulary to be taught in that area as well as a tool for reinforcement of prior learning.

During lessons the teacher and teaching assistant use their knowledge of pedagogy to support the children's learning by working across whole class, 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.

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 steps 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 each child and realistically achievable.

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 support for learning.

Assessing Children's Progress

In our school we use O track as a tool to help us monitor progress of groups of children and individuals. 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.

The Annual Assessment Cycle

There are four key summative assessment periods during the December, February, 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. We constantly aim to close the gap in achievement between disadvantaged children and those who are not.

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 externally on a 4 year cycle led by 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.

Reporting to parents

Parents receive a pupil progress report 3 times a year. The report contains a rag rated system to identify progress and effort. It also reports on the children's learning characteristics and next steps for learning as well as ways that parents can support their children with their learning. The final report also contains a section for children to comment on their achievements and parents complete a reply slip identifying any further information they may need.

Formal parents evenings are held twice a year, one in Advent 2 and one in Pentecost 2. However we have an open door policy and parents can make appointments during the year to chat about progress should they wish to as well as teachers contacting parents when necessary.

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 – high quality first teaching, classroom organisation, teaching materials, teaching style and supported learning – 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 and training

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 looks and learning walks as well as opportunities for pupil voice. Progress will be looked at in connection with tthe children knowing more, remembering more and being able to do more.

The Governing Body oversees the cycle of assessment through the Head teacher's report to the Governing Body and through their monitoring in school which is recorded in their reports. Peer reviews are carried out through local partnership working and moderation meetings through Rutland teaching school.

 Links with other policies
This assessment policy is linked to:
- Curriculum policy
- Reading policy
- Calculation policy
- Early Years Foundation Stage policy and procedures