

English Martyrs

Catholic Primary School



Assessment Policy



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Mission Statement

Through Christ we believe, inspire, achieve

Introduction

English Martyrs Catholic Primary School aims to develop all pupils as confident, enthusiastic and effective learners. We fundamentally believe that we should provide opportunities for all pupils to fulfil their potential through a challenging and creative curriculum.

The National Curriculum in 2014 was designed to provide children with essential knowledge, skills and understanding. The curriculum has not provided statutory requirements expected in each year group but has instead provided two standards: knowledge to be acquired at the end of Key Stage 1 and knowledge that is to be acquired by the end of Key Stage 2. The rewriting of the curriculum in this way acknowledges the belief that learning is accumulative and requires times. It also recognises that not all children learn at the same pace therefore the acquisition of skills and concepts can vary from child to child.

The manner in which schools assess learning is no longer through the use of levels. As a result of this, schools are free to assess the skills acquired in each subject in a manner that they deem appropriate. However the content of the National Curriculum is stipulated by the Government and Statutory Assessments will continue to be delivered at the end of each Key Stage.

Assessment Procedures at English Martyrs

As we use Chris Quigley Essentials Curriculum we have also chosen to adopt Depth of Learning Assessment which complements our curriculum choice. The Essentials Curriculum sets out essential coverage, learning objectives and standards which are required for all subjects and Personal Development. Furthermore, it provides progress measures for all subjects. One of the primary reasons why we have chosen to adopt this curriculum is because it emphasises the importance of developing the depth of children's learning.

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Through our curriculum the children are given the opportunity to apply skills that they have learnt in a range of contexts so they are truly able to master skills rather than moving them onto the next skill.

The diagram below, taken from Chris Quigley, demonstrates how we envisage our children’s learning:



From Year 1 to Year 6 pupils’ performance will be described in terms of achievement by age related Milestones. This will incorporate the Chris Quigley ‘BAD’ system we have adopted;

- **Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.
- **Advancing:** more independent application, can explain, use or summarise understanding
- **Deep:** have a full understanding and can apply independently in different contexts/ problems solve/ etc.

(This is similar to the Early Years system of Emerging, Expected and Exceeding. It will ensure the focus is on the depth of learning rather than rapid progression through a system).

Subjects that are assessed are: English (Reading and Writing) Maths (White Rose Assessments are also used), Science, D&T, PE, Art and Design, History, Geography, MFL (KS2) and Computing.

At English Martyrs we want our children to be able to apply their knowledge and skill set in a range of contexts within school and real life.

Core Principles of Assessment

Good assessment practice in our school will:

- enable our children to demonstrate what they know, understand and can do in their work;
- help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;

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- make children aware of the role they play in the development of their own learning so they feel motivated and supported;
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required;
- raise standards of attainment and behaviour, and improve pupil attitudes and response;
- allow teachers to plan work that accurately reflects the needs of each child;
- base judgements of children’s attainment on a body of evidence from teachers ongoing marking, target setting and testing;
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn;
- track pupil performance and in particular identify those pupils at risk of underachievement;
- provide regular information for parents that enables them to support their child’s learning;
- provide the Headteacher, Senior Leadership Team (SLT) and Governors with information that allows them to make judgements about the effectiveness of the school.

How We Assess

Through the use of Depth of Learning staff assess the pupil’s progress in each subject by reviewing the depth of their understanding.

All learning is grouped into three milestones. Throughout Y1 and Y2, children are assessed on the concepts contained in Milestone 1. During Y3 and Y4, children are assessed on the concepts contained in Milestone 2. Finally, in Y5 and Y6 children are assessed on Milestone 3. N.B. Children in Reception will continue to be assessed on Development Matters and the Early Learning Goals.

During each term, we continuously assess the depth of children’s understanding within that milestone – whether it is basic, advancing or deep. Each milestone has 6 assessment points: Basic 1, Basic 2, Advancing 1, Advancing 2, Deep 1, Deep 2. These points allow us to determine each child’s level of understanding of a concept in the curriculum.

All children begin each milestone at the ‘basic’ level. Here they are acquiring new skills and are dependent upon the support of adults in order to learn new concepts. A child at the ‘basic’ level will be able to: name, describe, follow instructions, use, match, recognise, label and recall concepts and skills essential in a specific milestone.

After children are able to demonstrate this ability on multiple occasions, they move to the ‘advancing’ stage. They are more independent learners, capable of making some degree of

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decision whilst applying some of their skills with guidance. Typically, they are able to: explain, classify, infer meaning, make predictions, interpret summarise and apply their skills to solve problems.

Finally, some children may reach the 'deep' level of thinking. This involves a high level of cognitive challenge, where children are expected to apply their skills in a range of complex contexts without the guidance of adults. At this stage, children are able to: solve non-routine problems, appraise, explain concepts, hypothesise, investigate, design and prove.

At deep level 2, Children will have 'mastered' all skills and concepts taught. It is important to note, however, that only some children will reach this level of understanding during the course of their learning journey.

Inclusion and Assessment for Learning

At English Martyrs our aim is to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of all individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

Whenever possible SEND pupils will follow the same structure as other pupils however some pupils will need to follow a personalised curriculum. Staff must keep evidence to indicate progress against their individualised targets on their Support Plans. The progress of these children will be recorded through the use of Pebbles Assessment and BSquared. Tracking pupils in the Pebbles system differs to DoL, rather than tracking cognitive understanding it assesses their fluency according to the amount of support required. Progress is tracked as "Requires heavy support, "Becoming fluent" and "Fluent". B Squared identifies the small steps of progress the children make and clearly shows which area of learning the child needs to focus on next. Staff will liaise with and receive guidance and support from the SENCO.

Measuring Good Progress

All children will be expected to make good progress from their starting point. Depending upon a child's starting point at the end of the Early Years Curriculum in the Reception class, they will each have their own line of good progress (see online Depth of Learning).

If a child leaves Reception at the '**emerging**' stage, and they make good progress they will leave Milestone 1 (at the end of Y2) at 'basic 2' which means working toward national expectation. At the end of Milestone 2 and 3, they will be expected to leave at 'advancing 1', slightly below national expectation.

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Alternatively, if a child left Reception at the ‘**expected**’ stage, they should leave Milestone 1, 2 and 3 at ‘advancing 2’ which means that they are working at national expectation.

However, if a child left Reception at the ‘**exceeding**’ stage, they should leave Milestone 1, 2 and 3 at either ‘deep 1’ or ‘deep 2’.

The children are assessed throughout the academic year and close monitoring of Depth of Learning ensures that progress of individual pupils is consistently reviewed. Progress is measured from Reception to Year 2 and Year 2 to Year 6 in line with the National measure for expected progress.

Standardised Tests

Standardised tests are based on key areas of the curriculum and test the knowledge that each child has acquired against the criteria of a subject’s programme of study. At English Martyrs we are currently using NFER termly tests for Reading, SPAG and Maths in Years 3 – 5. These tests enable staff to:

1. Provide quantifiable evidence of a children progress.
2. Allow us to compare a child against their peers of the same age nationally (Bell Curve Graphs).
3. Allow us to take into consideration a child’s actual age when measuring progress.
4. Help us to measure small increments of progress.

Year 1 assess the children regularly on their phonic knowledge and at the end of the Autumn and Spring Terms results are recorded on Bell Curves so that the average percentage attainment across the year group can be analysed. In the Summer Term the NFER Tests are administered as in Y3 – 5.

Year 2 administer NFER Tests in the Autumn Term and recorded as above.

Year 6 administer past SATS papers and the teachers track the children’s progress closely using published marks schemes.

Class teachers, Assessment Manager and SENDCO use this information alongside teacher assessments in DoL and on-going assessments to identify those children who: need to receive interventions; require EQF provision or need to be identified as SEND. This information is recorded on Pupil Performance Review Sheets.

Assessment in EYFS

In EYFS, teacher assessment is conducted within the first few weeks to assess the children’s starting points. The assessment will take the form of a range of practical tasks as well as observations of the children. This evidence will then be used by the teacher to form a

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judgement. Data is collated four times throughout the year; On-entry (September), Autumn 2, Spring 2 and Summer 2. This is entered into SIMS and Tracking Grids are created which enables staff to monitor each individual child's progress and compare with National Expectation. This information is used to identify those children who need to receive interventions.

Ongoing assessments take place continuously, conducted by both the class teacher and teaching assistants. Together with observation/ assessment notes made during adult led activities and continuous provision, these form a picture of each child's achievements/ understanding and these enable staff to plan appropriately for each child's next steps for learning. Where necessary, alterations to the provision or teaching are made to ensure maximum progress and attainment for all pupils.

Midway through the academic year parents/ carers receive a report informing them of their child's progress and whether they are working at, below or above expected attainment for a child of their age. At the end of the summer term, a written summary of a pupil's attainment against the early learning goals (ELGs) is provided. This explains to parents whether the pupil is:

- meeting **expected** levels of development
- **exceeding** expected levels or
- not yet reaching expected levels (**'emerging'**)

Planning for Assessment

Assessment is an integral and recognisable part of every teacher's planning and linked to National Curriculum expectations. To support our teaching, we use the National Curriculum and The Essentials Curriculum.

Lessons are carefully planned with clear learning objectives based on the milestone indicators. We strive to ensure that all tasks set are appropriate to each child's ability. Activities with varying degrees of independence are planned and facilitated, to provide differing levels of cognitive challenge. Teachers share the lesson's learning objective with the children during each lesson. On titles for each piece of work staff identify relevant skills and the children are made aware of the success criteria against which their work will be judged. Children are encouraged to reflect upon their work at the end of sessions.

Through marking and feedback next steps are identified and shared either with the child during the lesson; in the children's work or at the start of the next lesson (see Feedback and Marking Policy). Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misconceptions which will also be addressed during future lessons. Through these approaches staff are able to provide rapid interventions for children who do not achieve the expected progress during a lesson. This information is also used to help staff plan for the next lesson.

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Targets are discussed with the children in relation to their work and the understanding they are showing. These targets are displayed in the classroom. Targets are regularly discussed and changed as appropriate.

Statutory Assessments – National Expectations

Reception – At the end of the academic year the children are assessed against the seventeen Early Learning Goal Statements. Children who have achieved the expected level or above in the Prime (PSED, C&L & PD) and Specific (Literacy, Mathematics, UTW, EAD) Areas of Learning are deemed to have achieved a Good Level of Development. The children are assessed as emerging, expected or exceeding.

End of Key Stage 1 – During the month of May the children in Year 2 participate in SATs (Standard Assessment Tests). The children complete booklets for Reading and Maths. There is also an optional SPAG booklet. The teacher will mark the children’s booklets and the children are given a scaled score. The National Expectation is a scaled score of 100.

The teacher will also make an assessment of the pupils writing focusing on independent pieces of work the child has completed during lessons throughout the year. There will also be Teacher Assessments for Reading, Maths and Science.

End of Key Stage 2 – During a specific week in the month of May the children in Year 6 will participate in SATs. The children complete booklets for Reading, Grammar and Punctuation, Spelling and Maths. These will be externally marked and the children will be given a scaled score. The National Expectation is a scaled score of 100 and their progress from Key Stage 1 will also be measured.

The teacher will also make an assessment of the pupils writing focusing on independent pieces of work the children have completed during lessons throughout the year. There will also be Teacher Assessments for Reading, Maths and Science.

Informing Parents

We have a range of strategies that keep parents and carers fully informed of their child’s achievement and progress. We encourage parents and carers to contact the school if they have any concerns about any aspect of their child’s education. If teachers have concerns regarding progress, regardless of the child’s attainment, they will discuss this with parents as soon as possible.

Midway through the year and at the end of the academic year parents and carers receive a report that informs them about their child’s progress in Reading, Writing and Maths. The information contained in this report indicates whether their child is making expected progress and if the child is working at expected, below or above age related expectation. It also contains targets which highlight areas that the child needs to focus on so that parents can support their children at home with their learning.

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All judgements are generated through the result of summative assessments (regular tests taken at the end of a unit of work) and well as formative assessment, done at the point of learning.

At the end of the summer term parents receive a full report which details their child's achievements, strengths in each area of the curriculum. Targets are shared with parents so that they know how to support their children's learning for Reading, Writing and Maths.

Parents of children in the following year groups receive additional information relating to National Statutory Tests:

Reception – their child's EYFS Profile Results

Year 1 – the results of the Phonics Screening

Year 2 – Teacher Assessments for End of Key Stage 1 SATS

Year 6 – Teacher Assessment and End of Key Stage 2 SATS Test Results for Reading, Maths and SPAG.

Parent/ Carer Meetings take place in Autumn and Spring Terms. Parents also have the opportunity to discuss their children's end of year report with the class teacher.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement and accuracy in the following ways:

- With colleagues in school
- With colleagues from other schools within our networks
- Through statutory moderation by the LA.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritize or disadvantage any pupil and it helps to promote equality at this school.

Monitoring and Review

Our Assessment Leader is responsible for monitoring the implementation of this policy. The leader will use the data provided through teachers' assessments to provide management information and statistics for the Headteacher, SLT and the Academy Council, and to meet

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the school's obligation to provide information to the LA and make statutory returns as required. This policy will be reviewed in two years, or earlier if necessary.

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