

# St Augustine's Catholic Primary School



## Assessment Policy 2022-23

***“We love and learn together by growing in  
friendship with Jesus”***

***Linked virtues:  
‘Learned & Wise’***

***Autumn 2022***

## **Purpose**

The purpose of this Policy is to clearly describe what Assessment for Learning (AfL) means to the community of St Augustine's School. It is a Policy that will have clear and precise guidelines that must be adopted by all staff to ensure consistency across the school.

## **Overlying Philosophy**

The use of any assessment is only effective and purposeful if it serves to highlight current attainment, identify areas of weakness, misunderstanding or difficulty, and provide information that promotes the next steps for learning. Assessment can be undertaken for cohorts and groups of children but it is most successful when applied to an individual and provides for the learning of an individual to continue in the most effective way. This is what we must do as a school to ensure that each child, regardless of individual traits and idiosyncrasies, achieves highly, makes good or better progress and becomes more able to lead their own learning.

***"In our school family we are all valued, loved and respected and each child is nurtured through the love of Jesus to reach their full potential."***

## **Mission Statement**

Assessment lies at the heart of the process of promoting children's learning. It is essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress. At St. Augustine's School we will be monitoring the progress that children are making within and between bands and this will lead discussions at pupil progress termly meetings with the Head Teacher and Deputy Head.

## **Aims**

- To gather a range of information about performance of individuals, groups, cohorts, key stages and whole school that will inform target setting at a range of levels and support School Self Evaluation.
- To gather information to support teachers' planning.
- To target set for individual children, based on previous end of Phase attainment. Fischer Family Trust (FFT) will also support with aspirational target setting. Early Years Foundation Stage (EYFS) will input into the LA tracking grid on SIMS, as requested and complete the RBA (Reception Baseline Assessments) at the start of the Autumn term.
- To track the individual performance of each child, ensuring that underachievement is quickly identified, understood and effective interventions are set.

## **Formative Assessment**

This information is used for future planning of the next learning experience offered to children. Formative assessment is gathered through observation, discussion with children and marking; it includes Improvement Time, and the use of challenge to encourage the children to do better. Formative assessment has a clear link to EYFS Framework and National Curriculum expectations. It is based on the high quality skills of Teachers, experienced well-supported Teaching Assistants and the professionalism displayed by the staff of the school. This professionalism, sense of vocation and moral purpose, result in teachers and teaching assistants who know their children extremely well, respond to their needs and provide learning experiences that challenge, engage and enthuse their pupils.

## Summative Assessment

These assessments are undertaken at certain points in a term or school year and provide a summary of where pupils are working, at that point in time. They identify attainment, achievement and progress over a period of time and can be used when analysed to identify trends and issues, strengths and reasons to celebrate. Data from these assessments are input onto the excel trackers.

## Calendar of Assessment/Reporting

|             | Sept   | Oct                          | Nov  | Dec                               | Jan | Feb              | March  | April | May                           | June   | July  |
|-------------|--|------------------------------|--|-----------------------------------|-----|------------------|--|-------|-------------------------------|--|---|
| <b>N</b>    | Baseline Observation<br>SIMS entry<br><br>Office task – update SIMS tracker      | EYFS Target Setting<br><br>↓ | Phonics  | Update EYFS Tracker SIMS<br><br>↓ |     |                  | Update EYFS Tracker SIMS<br><br>Phonics<br><br>↓                 |       |                               | Update EYFS Tracker SIMS<br><br>Phonics<br><br>↓ | Target Setting for pupils entering Rec                                  |
| <b>R</b>    | Reception Baseline Assessment (RBA)<br>SIMS entry                                | ↓                            | NELI – language screen assessment<br><br>Phonics | ↓                                 |     |                  | ↓  |       | NELI – language screen review | ↓  | Target Setting for pupils entering Y1                                   |
| <b>Y 1</b>  | Office task - Update all trackers for subject areas ready to input data<br><br>↓ |                              | Phonics<br><br>↓                                 | Update Trackers<br><br>↓          |     |                  | Phonics Screening Practise (PSP)<br><br>Update Trackers<br><br>↓ | PSP   |                               | Phonics Screening<br><br>NFER Test               | Target Setting for pupils entering Y2                                   |
| <b>Y 2</b>  | SATS baseline<br><br>↓   |                              | ↓  | ↓                                 |     |                  | Practise SATs  |       | KS1 SATs                      | KS1 TA   | Target Setting for pupils entering Y3                                   |
| <b>Y 3</b>  |  |                              | NFER Test<br><br>↓                               | ↓                                 |     |                  | NFER Test<br><br>↓   |       |                               | NFER Test<br><br>↓                               | Target Setting for pupils entering Y4                                   |
| <b>Y 4</b>  |  |                              | ↓  | ↓                                 |     |                  | ↓  |       |                               | ↓  | Target Setting for pupils entering Y5                                   |
| <b>Y 5</b>  |  |                              | ↓  | ↓                                 |     |                  | ↓  |       |                               | ↓  | Target Setting for pupils entering Y6                                   |
| <b>Y 6</b>  | SATS baseline<br><br>↓   |                              | Practise SATs                                    | ↓                                 |     |                  | Practise SATs<br><br>↓   |       | KS2 SATs                      | KS2 TA   | Send data to secondary schools  |
| <b>A LL</b> | Baseline new pupils that have joined the school                                  | Parents' evening             |  | Pupil Progress Meetings           |     | Parents' evening | Pupil Progress Meetings  |       |                               | Reports writing                                  | Update trackers<br>Issue reports to families<br>Pupil Progress meetings |

### **Assessment in the Foundation Stage**

On entry to the school children will be informally assessed, through observation and activities, a baseline assessment is submitted to the LA for all children in Nursery and new children joining Reception. Results are used to inform planning, set targets and aid early identification of special needs/ children who are not on track in certain aspects. There will be ongoing assessments to ensure that the next steps in learning are appropriately planned in order to help children make progress and all staff will discuss these next steps for pupils regularly to support these pupils and help them get back on track, narrowing/closing the gaps. Tracking systems begin in Nursery and are updated each term, then submitted to the LA. During the children's first few weeks in Reception, the teachers will conduct the Reception Baseline Assessment (RBA) and assess on an individual basis. Also on an individual basis each pupil's early language and literacy skills will be assessed using Language Screen assessments from the NELI programme before and after the 20 week programme is delivered. Continuous, ongoing assessment takes place in Foundation Stage and each child's developments and achievements are recorded.

### **Children's Targets (Years 1-6)**

Targets will be set regularly for all the Core subjects (RE, Reading, Writing, Maths and Science). In non-core subjects, targets are linked to Discovery Learning. Targets will be set by the teacher and children should also be encouraged to set their own targets and identify when they meet their targets. Targets are kept on an A4 sheet, so that they can be used across the curriculum. In some subjects, targets are identified at the start of a new unit and they are in the children's books. They assess against these when the unit has been taught.

### **Monitoring and Evaluation**

The Head Teacher and SLT (Senior Leadership Team) will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/guardians, sampling pupil records and reports and sampling teacher's planning and assessment records.

#### ***Teachers will know:***

- Where the pupils are starting from
- If the class overall has learned what was planned and taught
- If the pupils are making the progress expected to reach their aspirational targets
- If children are making sufficient progress in order to close the gap and reach national and/or school expectations
- If pupils are applying their skills, knowledge and understanding across the curriculum
- Which pupils need more help and in which areas
- Which pupils require extension/challenge tasks
- If the planned activities enable use of resources to support learning and impact upon the progress that the children make
- How the teaching can be modified and improved in the future

#### ***The SLT will know:***

- If pupils are making the progress required for them to reach or exceed their aspirational targets
- If there are any problems
- If the progress of the children in the school is in line with the school targets

- How St Augustine's School compare with other similar schools in the locality and nationally
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children

***The Subject Leader will know:***

- If the class overall has learned what was planned and taught
- If the pupils are making the progress expected to reach their aspirational targets
- Are children making sufficient progress in order to close the gap and reach national and/or school expectations
- If there are any problems
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children
- How strong overall their subject area is (which will support the subject leader report to Governors)

***Parents and Guardians will know:***

- How much progress their child is making
- A child's attainment in tests and Teacher Assessment judgements

**Assessment for Learning Approaches**

The following should all be used to support assessment:

- ⇒ Questioning - in association with No Hands Up, open and extended questions, pupils asking questions of each other and the teacher. Use of White Boards, talk partners, thinking time.
- ⇒ Self Assessment - Thumbs Up  
Smiley Faces (on work) or LO tick for KS2  
Comments made against the WILF (what I am looking for)
- ⇒ Peer Assessment - Comments on pupils work, responses, drama, tasks etc.
- ⇒ Hot Seating - Response to questions, tasks asked of them.
- ⇒ Quality Marking (see Marking Policy)
- ⇒ Quality Targets setting
- ⇒ Cross-curricular derived learning

**Data Collections**

The Head Teacher maintains a comprehensive data folder for each year group in her office. The class teachers are expected to input data as per subject leader requests (i.e. when a unit of work has been taught) and termly for Reading, Writing and Maths (old SATS papers or NFER tests). Phonic assessments are also recorded throughout the year, to monitor progress and identify children who need further interventions. RE tracking and assessed units are found in the RE Tracking folder on the 'W' Drive.

**Reports and Reporting to Parents**

Written reports are sent to parents at the end of the academic year. Parents' evening meetings are conducted in the autumn term (how the child has settled into school) and spring term (how the child

is performing academically). Parents/Guardians are also invited into school to view the children's work and see the children's learning environment.

### **Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for identifying the band were the children are working in the following ways:

- With colleagues in school
- By attending LA sessions to ensure our judgements are in line with other schools
- By using exemplification materials
- External moderation – RBA/NFER checks within Reception

TA's support Moderation and information gathering, discussing their assessments with class teachers.

### **Special Educational Needs and Disabilities**

Most pupils with SEND at St Augustine's will be able to participate in the termly assessment cycle along with their peers. Some children will meet the criteria for additional access arrangements to be put in place. This is to support them to show their full ability in assessments and could include the use of a reader, a scribe, additional time or rest breaks. For a small minority of SEND pupils, alternative assessment procedures may be used, for example, the completion of assessments from other year groups. SEND pupils' progress can also be measured through their personalised targets.

### **Monitoring, Evaluation and Review of this Policy**

- The success of this Policy will be judged by:
  - the progress of individuals to meet their targets
  - the progress of the school to meet its targets
  - information shown in, and analysis of, IDSR (Inspection dashboard school report)
- Monitoring will be carried out by the Head Teacher, SLT & Subject Leaders to ensure that:
  - Pupil Progress meetings are carried out in a timely, robust manner
  - Pupil Progress targets are set that are challenging and aspirational
  - Moderation shows agreement between staff and with LA moderators
  - Pupil Progress Assessment procedures are fully followed and data is kept up to date.
- Monitoring of work through Work Trawls and Pupil Interviews will ensure that:
  - The Marking Policy is completely followed
  - Marking and Target Setting ensure the children know what they do well and what their next steps are.
- Governors, especially the Teaching, Learning and Assessment (TLA) Committee, will seek to ensure the Policy is completely adhered to and will receive updates through the termly meetings and subject leader Governor reports.

**This Policy was agreed by SLT 17.11.21 and agreed by staff Autumn 2022**