

Assessment Policy



Signed: T. McNamara

(Headteacher)

Date: November 2021

Signed: M. Williams

(Chair of Governors)

Date: November 2021

Date of next review: November 2023

Mission Statement

Loved

We love one another as Jesus taught us - our friends, our families and those who we may never meet.

Valued

We value everyone - everyone is important; pupils, staff, parents, governors and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged

We challenge each other - not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others' needs and challenge each other to be better people

Statement of Intent

This policy outline the purpose and management of assessment at Holy Cross Primary CVA. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement.

High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children and enables teachers to deliver education that best suits the needs of our pupils.

The policy is to be read alongside the **Feedback Policy**, which outlines the procedures for Feedback and Marking at Holy Cross.

Our Aims

At Holy Cross we ensure that assessment:

- Provides clear guidelines on our approach to formative and summative assessment
- Establishes a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly sets out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

Principles of assessment

To ensure that:

- assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- high quality teaching is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment supports informative and productive conversations with staff, children and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- we achieve our assessment without adding unnecessarily to teacher workload
- assessment is inclusive of all abilities
- a range of assessments are used 'day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment

Assessment approaches

At Holy Cross 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*
- *nationally standardised summative assessment*

In-school formative assessment

Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, 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

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments
- Peer marking
- Pupil conferences
- Retrieval practice
- Quizzing based on Knowledge Organisers

Instructional teaching has to be highly interactive so that teachers are getting feedback from their students about how well their schemas for the material in hand are forming and how fluent they are becoming at retrieving and using what they've learned. At Holy Cross, we use many of Doug Lemov's *Teach Like a Champion 3.0* Techniques.



(Taken from Tom Sherrington blog on Rosenshine's Principles of Instruction)

In-school summative assessment

Effective in-school summative assessment enables:

- **Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- **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 across a period

Children at Holy Cross are assessed periodically and progress and attainment data is recorded on the assessment system 'EAZMAG'. These assessments are carried out three times a year in December, March and June. Teacher Judgements on EAZMAG for Reading, Writing, Maths and Science will relate to the National Curriculum age related expectations and will state whether a child is working Towards age related expectation; At the Expected Standard or at Greater Depth. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment. Test materials are used at the end of units or the academic year to support teachers with making accurate teacher assessment judgements.

A range of in-school summative assessments will be used including, for example,

- End of year NFER tests
- STAR assessments from Year 2 – 6 in Reading and Maths
- White Rose end of term assessments in Year 1 Maths
- Short end of topic or unit tests or Knowledge checks
- Reviews of progress against individual targets for pupils with SEND
- Teacher judgements on EAZMAG relating to the National Curriculum age related expectations

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
- **Pupils and 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 the Reception year
- Phonics screening check in Year 1 (June)
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) (May)
- Multiplication Times Tables Check at the end of Year 4 (June)

Procedures – Early Years Foundation Stage (EYFS)

Ongoing Assessments Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

EYFS Profile

In the final term of Reception, the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child’s level of development is assessed against the early learning goals (ELGs) on our EAZMAG program.

Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (Emerging) The Reception teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child’s stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year we give parents a written report which:

- States the child’s attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning.

The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYFS setting:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN and Pupil Premium

Target setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English, Maths and RE are set for children from Year 1 – 6. Short term (next steps) targets in writing, reading and maths are set in EYFS and Years 1 – 6. These are reviewed regularly by the class teacher.

Reporting to parents

Parents are given the opportunity to meet with teachers whenever the need arises and specifically after receiving their child's annual report at the end of the Pentecost term. Parents' Evenings (Termly Learning Meetings) are held twice a year in the Advent and Lent terms.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, which will include the total number of possible attendances for that child and the total number of unauthorised absences for that child, expressed as a percentage of the possible attendances.
- The results of national statutory assessments

Equal opportunities

Assessment at Holy Cross plays an integral part in identifying the individual needs of all children. It enables children with Special Educational Needs and Disabilities (SEND), children who excel and children for whom English is an additional language, access to a mastery, inclusive curriculum which meets their needs. In addition, the assessment policy at Holy Cross ensures that identification of these children is systematic and effective.

Inclusion and pupils with SEND

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

At Holy Cross we use b squared to track the smaller steps of progress our children with SEND are making. Teachers and Teaching assistants will use this assessment information to support next steps planning.

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school and across Our Lady of Lourdes Trust. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made. At Holy Cross the following takes place:

- Termly Moderation of Reading, Writing and Mathematics assessments made on EAZMAG (at whole staff meetings or in Key Stage phase groups)
- Our Lady of Lourdes CMAT: Moderation of RE, Writing and Mathematics assessments
- Early Years, Year 2 and Year 6 staff meet annually in the Pentecost term to moderate judgements with local schools
- When selected, Local Authority moderation also takes place

Training and ongoing Continued Professional Development

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and will endeavour to keep up to date with latest research.

The Assessment Leader will attend Local Authority Primary Assessment Network meetings or Trust update meetings and subscribe to the weekly Assessment Update email from Standards and Testing Agency. External assessment systems will be continually reviewed and evaluated to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy


Monitoring

This policy will be reviewed every two years by the Assessment leader. At every review, the policy will be shared with the Local Governing Body and Headteacher.

All teaching staff are expected to read and follow this policy.

The Assessment Leader will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies, pupil progress meetings, data analysis.

Assessment Timetable (Reading, Writing, Maths and RE)

	Baseline (Information will inform interventions)	In-year assessment dates	End of year assessment (summative)
Reception	EYFS Reception Baseline to be completed by the end of the first half term.	End of Advent term teacher assessment End of Lent term teacher assessment Ongoing daily observations RE Assessed Task - Termly	Early Years Foundation Stage Profile to be completed Phonic assessment
Year 1	Phonic assessment (October)	Comparative Judgement Writing Task (January) Phonics Screening Check practice words (Dec and March) White Rose Maths Assessments (Dec, March, June) RE Assessed Task - Termly	June – (Statutory) Phonics Screening Check Y1 Common Exception Words Check End of Year 1 summative Test in Maths and Reading
Year 2	Y1 Common Exception Words Check (October) Phonic Intervention for children who did not pass the Screening Check in June Y1)	Comparative Judgement Writing Task (March) STAR Reading and Maths Tests (Dec, Mar, June) Practice SATs questions RE Assessed Task - Termly	May – SATs (Statutory) Y1 Common Exception Words Check
Year 3	Y1&2 Common Exception Words Check (September) Phonic Intervention for children who did not pass the Screening Check re-take)	Comparative Judgement Writing Task (October) STAR Reading and Maths Tests (Dec, Mar, June) RE Assessed Task - Termly	End of year NFER Test Dyslexia screening to be completed for children working more than two years below in Reading. (Rapid / Lucid tests GL Assessment)
Year 4		Comparative Judgement Writing Task (February)	June – (Statutory) Multiplication Times Tables Check End of year NFER Test

		STAR Reading and Maths Tests (Dec, Mar, June) RE Assessed Task - Termly	Y3&4 Common Exception Words Check
Year 5	Y3&4 Common Exception Words Check (September)	Comparative Judgement Writing Task (November) STAR Reading and Maths Tests (Dec, Mar, June) RE Assessed Task - Termly	End of year NFER Test
Year 6	Practice SATs questions (October)	Comparative Judgement Writing Task (March) STAR Reading and Maths Tests (Dec, Mar, June) Y5&6 Common Exception Words Check RE Assessed Task - Termly	May – SATs (Statutory)