



St. Patrick's Catholic Primary School & Nursery

Assessment Policy

January 2018

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Assessment policy

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. Assessments take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive, and we strive for children of all abilities to achieve.

This assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

Aims

- ▶ Ensure that all children make good progress and achieve.
- ▶ Track children's attainment and progress, against AREs, to inform teaching and learning.
- ▶ Provide a consistent approach across all subject areas and age phases.
- ▶ Ensure formative assessment and skills analysis are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- ▶ Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- ▶ Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- ▶ Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- ▶ Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- ▶ Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- ▶ Ensure as many children as possible are ready for their next steps in learning at key transition points.

Arrangements for the governance, management and evaluation of assessment

Roles and responsibilities

Governors:

- ▶ monitor whole school data
- ▶ monitor assessment practices in school

Senior leadership team:

- ▶ moderate teacher assessments and tests
- ▶ set realistic whole school targets
- ▶ analyse data for school improvement and reporting
- ▶ lead and monitor whole school assessment practices
- ▶ provide training for teachers to ensure a good understanding of assessment and assessment practice

Teachers:

- ▶ regularly use ongoing formative assessment and skills analysis
- ▶ make summative judgements at defined points in time
- ▶ provide feedback to pupils and set realistic targets for individual pupils
- ▶ provide assessment information to the senior leadership team, parents and pupils

Support Staff/Key Workers:

- ▶ provide feedback to teachers on pupil progress and attainment

Parents and Carers:

- ▶ attend meetings with teachers to discuss their children's attainment and progress
- ▶ support children with their home learning

How assessment outcomes are collected and used

We use three key forms of assessment:

- ▶ in-school formative assessment
- ▶ in-school summative assessment
- ▶ nationally standardised summative assessment

In-school formative assessment

Formative assessment takes place during learning and:

- ▶ assesses knowledge, skills and understanding
- ▶ identifies children's strengths
- ▶ highlights gaps in learning
- ▶ tackles children's misconceptions
- ▶ identifies the next steps in learning
- ▶ diagnoses need for support or intervention
- ▶ informs teacher planning and reporting

Types of formative assessment include:

- ▶ rich question and answer sessions during lessons
- ▶ marking of pupils' work
- ▶ observational assessment, such as during the Innovate stage
- ▶ regular short recap quizzes
- ▶ scanning work, from across the curriculum, for pupil attainment and development
- ▶ adult and peer feedback and response partners
- ▶ child self-assessment and reflection on learning, such as during the Express stage

We use Cornerstones Assessment to support our formative assessment methods. Essential Skills, based on end of year AREs are used to inform planning in all subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

We use the Essential Skills in two formats:

- ▶ a subject-specific format, showing annual progression – this is used by subject leaders to track progression across school in particular subjects
- ▶ a year group format, showing all subjects for each year group – this is used by teachers to support planning and target setting

Cornerstones Developmental Skills provides a learning progression through the national curriculum with end of term AREs for English and mathematics. Teachers use the Developmental Skills to support differentiation during lessons and to plan the next learning steps for individual pupils or groups. The Developmental Skills are organised into aspects within each subject area which ensure the children have the opportunity to acquire a breadth of skills. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

Assessment and Moderation Grids (AMGs) are used to assess and record attainment in reading, writing and mathematics and all subjects online. The grids contain key developmental skills and enable teachers to measure, track and share children's attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children's attainment. If a child has achieved the vast majority of skills on a grid, they can be judged to be working at that ARE. If a child is working below the age-related statements on a grid, they are assessed using the previous grid. A child showing that they can use and apply the vast majority of skills from a higher ARE can be judged as working at greater depth within the expected standard or working above the expected standard.

	Working towards the expected standard	Expected standard			Above the expected standard
		Working at the expected standard		Working at greater depth within the expected standard	
End of KS1 ARE	6 years 10 months	7 years 2 months	7 years 6 months	7 years 10 months	8 years 2 months
End of KS2 ARE	10 years 10 months	11 years 2 months	11 years 6 months	11 years 10 months	12 years 2 months

Teachers moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that they are fluent in all aspects of the ARE before moving them on. The Cornerstones progression of Developmental Skills allows for children's learning to be extended at an appropriate pace.

In-school summative assessment

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects or subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried out at the end of a project, term or year and provide further evidence and ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

As national curriculum levels have been phased out, our approach is to map children's progress against AREs. These are based on the average age of pupils at the end of each term, irrespective of an individual pupil's actual age.

EYFS outcomes		Year group	Term	End of Term ARE			ELG Reception Summer		
Band	Descriptor			Years	Months	Months only	Good level of development		
22-36 months	Emerging	Pre-Nursery		2	2	26	Emerging (1)	Well well below	
	Expected			2	6	30			
	Secure			2	10	34			
30-50 months	Emerging	N1	Autumn	3	2	38		Emerging (1)	Well below
	Expected		Spring	3	6	42			
	Secure		Summer	3	10	46			
40-60+ months	Emerging	N2	Autumn	4	2	50	Emerging (1)		Below
	Expected		Spring	4	6	54			
	Secure		Summer	4	10	58			
	Exceeding	R	Autumn	5	2	62		Expected (2)	
			Spring	5	6	66			
			Summer	5	10				
Exceeding	Y1	Autumn	6	2		Exceeding (3)			
		Spring	6	6					
		Summer	6	6					

Year group	Autumn term		Spring term		Summer term	
	Years	Months	Years	Months	Years	Months
Year 1	5	10	6	2	6	6
Year 2	6	10	7	2	7	6
Year 3	7	10	8	2	8	6
Year 4	8	10	9	2	9	6
Year 5	9	10	10	2	10	6
Year 6	10	10	11	2	11	6
Year 7	11	10	12	2	12	6
Year 8	12	10	13	2	13	6
Year 9	13	10	14	2	14	6

Pupil's progress is measured in years and months, with 12 months being the expected progress in one year.

Use of tests in school

Arithmetic and Number Progress Tests

Cornerstones Arithmetic and Number Progress Tests are used to help prepare children for the end of Key Stage SATs and test the children against the AREs outlined in the statutory curriculum for mathematics. The tests are used to assess and establish a baseline and moderation of the previous year's judgements for children from Y1 to Y6 at the beginning of each academic year and at half-termly intervals thereafter. The tests include a range of non-contextualised questions relating to number and calculation, fractions, decimals and percentages, and basic algebra. The Cornerstones Attainment and Gap Analysis Tool helps teachers to use the results from the tests to inform planning and make summative judgements.

Summative Tests

Cornerstones Summative Tests are used to ascertain what pupils have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for mathematics. The tests are based on the statutory programmes of study for Key Stage 1 and Key Stage 2.

The relevant Cornerstones Attainment and Gap Analysis Tool helps teachers to use the results from the tests to inform planning, make summative judgements and compare against other schools nationally.

Tracking pupil progress

We use the Cornerstones system to set targets, track pupil progress and attainment, and create reports to ensure assessment is an integral part of classroom practice and school improvement. Data from teacher assessments and judgements are entered. This is ratified termly for English and mathematics and annually for foundation subjects. The senior leadership team monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The system highlights children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment information is communicated to all stakeholders, including parents, governors and Ofsted.

Nationally standardised summative assessment

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally. Results from national tests are used to inform in-school summative assessment and in-school assessment practice.

Assessing children with SEND

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

Assessing the most able children

Children who achieve all age-related statements early in a term will be judged to have shown depth of learning in that subject or subject area. They can then be judged against the statements in a subsequent grid.

Teachers can also refer to the Cornerstones 'Problem solving, depth and fluency' Essential Skills document which allows children to demonstrate their mastery of mathematical concepts through problem solving.

For children working above Year 6 ARE, we use the Cornerstones Higher Order Essential Skills for English and mathematics. These have been created with reference to the national curriculum programmes of study for Key Stage 3. We can assess children against AREs up to 14 years 6 months.

Assessing children in EYFS

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. Our EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Our EYFS assessment presents a holistic view of a child's learning and development and our judgements take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

At this present time The EYFS staff are meeting with EYFS advisor (Jo Jenkins) to ensure continuity across Nursery and Reception in assessing the children. Target Tracker is being adapted for use within the EYFS along with Early Learning Journals and 2Simple. The Cornerstones Curriculum ensures and fully supports full EYFS coverage.

School year assessment overview

September	<ul style="list-style-type: none"> ▶ Ratify/moderate summer data using Assessment and Moderation Grids (AMGs) ▶ Report to governors/other required bodies ▶ Y1–Y6 Baseline testing and Attainment and Gap Analysis (including Cornerstones Arithmetic and Number Progress Test 1) ▶ Nursery and Reception baseline ▶ Teacher performance management ▶ Pupil progress/target setting meetings
October (End of Autumn 1)	<ul style="list-style-type: none"> ▶ Y1–Y6 Arithmetic and Number Progress Test 2 and Attainment and Gap Analysis ▶ English moderation in year groups utilising AMGs
Beginning of December	<ul style="list-style-type: none"> ▶ Mathematics summative test (Autumn Arithmetic Test, Reasoning Papers 2 and 3). Attainment and Gap Analysis ▶ Summative tests for reading and SPaG ▶ Writing assessment using AMGs ▶ Reading assessment using AMGs
December (End of Autumn 2)	<ul style="list-style-type: none"> ▶ Y1 Arithmetic and Number Progress Test 3 and Attainment and Gap Analysis ▶ Input data to tracker ▶ Analyse data/moderation
January	<ul style="list-style-type: none"> ▶ Pupil progress meetings ▶ Teacher performance management reviews
February (End of Spring 1)	<ul style="list-style-type: none"> ▶ Y1–Y6 Arithmetic Test 4 and Attainment and Gap Analysis ▶ English moderation in year groups utilising AMGs
March/April (End of Spring 2)	<ul style="list-style-type: none"> ▶ Mathematics summative tests (Arithmetic Test Paper 1 Mathematics Reasoning papers 2 and 3). Attainment and Gap Analysis ▶ Summative tests for reading and SPaG ▶ Writing assessment using AMGs ▶ Reading assessment using AMGs ▶ Input data into tracker ▶ Analyse data/moderation ▶ Pupil progress meetings (including a review of interventions)
May	<ul style="list-style-type: none"> ▶ National testing in Y2 and Y6 ▶ Y1–Y6 Arithmetic Test 6 and Attainment and Gap Analysis ▶ Data review meetings ▶ English moderation in year groups utilising AMGs
June/July	<ul style="list-style-type: none"> ▶ Y1 phonics test ▶ Y1–Y6 Summative tests (Summer Arithmetic Test Paper 1 and Mathematics Reasoning Papers 2 and 3) and Attainment and Gap Analysis ▶ Summative tests for reading and SPaG ▶ Writing assessment using AMGs ▶ Reading assessment using AMGs ▶ Y2 and Y6 teacher assessment against interim frameworks ▶ Transition meetings and class information handover ▶ Finalise teacher assessments – input into tracker ▶ Data analysis

Appendix 1

Documentation – Statutory Information

The following documents are all available from www.gov.uk/government/publications or you can click on the links below.

Key Stage 1

[2018 key stage 1: assessment and reporting arrangements \(ARA\)](#)

Ref: ISBN 978-1-78644-840-8

[2018 teacher assessment guidance: key stage 1](#)

Ref: ISBN 978-1-78644-853-8

*[Teacher assessment frameworks at the end of key stage 1](#)

Ref: ISBN 978-1-78644-826-2

Key Stage 2

[2018 key stage 2: assessment and reporting arrangements \(ARA\)](#)

Ref: ISBN 978-1-78644-841-5

[2018 teacher assessment guidance: key stage 2](#)

Ref: ISBN 978-1-78644-854-5

*[Teacher assessment frameworks at the end of key stage 2](#)

Ref: ISBN 978-1-78644-414-1

*** To Note – Changes to the Teacher assessment frameworks for 2017 to 2018**

The ‘Primary assessment in England’ public consultation, which closed in June 2017, heard strong support for the proposal to move to a more flexible approach to the assessment of English writing, and to do this quickly. The Standards and Testing Agency (STA) also conducted an evaluation of the interim teacher assessment frameworks during spring 2017, working with teachers and other educational experts. In response, we have made changes to the frameworks for use in 2017 to 2018.