

# St Catherine's Catholic Primary School

"Loving and Learning Together as Jesus taught us"



**St Catherine's Catholic Primary School**

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## Assessment Policy

Date of policy review: Oct 2016

**Next review: Oct 2017**

Policy Reviewed & Passed by the Governors  
Key Person Responsible: Maureen Kelly

Through the delivery and monitoring of assessment, we will ensure that EVERY CHILD HAS THE OPPORTUNITY TO SUCCEED AND TAKE OWNERSHIP OF THEIR OWN LEARNING.

In September 2014, the Government introduced a new National Curriculum which aims to have the majority of children progress through the content at the same pace. In light of this the staff at St Catherine's have reviewed and adapted the way we assess children's learning.

The main changes are as follows:

- The previous National Curriculum levels have been removed.
- St Catherine's will use a selection of assessment tools to assess what progress the children have made in the academic year.

## **Rationale**

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At St Catherine's we ensure that the targets set for pupils are both realistic and challenging.

## **Principles of Assessment followed at St Catherine's**

Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

- **Assessment for learning (AFL) should be part of effective planning of teaching and learning.**
  - A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the objectives they are pursuing and the criteria that will be applied in assessing their work (steps to success).
- **Assessment should encourage motivation to achieve**
  - Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's

independence, provide constructive feedback and create opportunity for self-direction including target setting.

- **Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.**
  - For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Learning objectives must be shared with the class using a variety of strategies. Children must be aware of their steps to success or can generate these as a whole class.
- **Learners should receive constructive guidance about how to improve**
  - Learners need information and guidance in order to plan the next steps in their learning. Teachers should mark children’s work in accordance to the marking policy and provide clear feedback which provides learners with opportunities to improve upon their work or deepen their understanding.
- **Assessment for learning develops learners’ capacity for self-assessment, so that they can become reflective.**
  - Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment (see marking policy for examples). The marking policy highlights the different methods we use to strengthen this.

## Target Setting

- All children are expected to make 12 months of progress per year.
- In October teachers will use previous data including attainment and achievement to predict whether children will make Age Related Expectations (ARE) [see Appendix 1 \(blank prediction sheet\)](#)
- These predictions will be collaborated into a summary sheet [see Appendix 2 \(blank prediction summary sheet\)](#)

## Assessment in the EYFS

The statutory early learning goals establish national expectations for most children to reach by the end of reception year. Children who have met expectations should have attained a good level of development, achieving expected (40-60 months secure) or exceeded (above EYFS) across all prime areas and literacy and numeracy. This is recorded on School Pupil Tracker **every half term** where teachers can track the average progress of each child and report on those children who are not making expected progress. From September 2015 a program called Tapestry will be used to upload evidence of children’s learning by both staff and parents. This will then be shared with the children.

## **Assessment in Key Stage One and Two**

Assessment for reading, writing and maths is on-going throughout the year. Teachers use their skills in assessment for learning to help make informed choices. 'Focus Education' gives teachers a list of objectives for each subject which, during Professional Development Days, teachers tick off according to whether children have a secure understanding of them or not.

Formal assessment periods take place **each term** and the school's data capture system, 'School Pupil Tracker' is used to record judgements. Judgements are made against the new curriculum and whether children are '**working towards**', '**mostly achieving**' or '**achieving**' **age related expectations (ARE)**. This is reported to parents during parent consultations in October and February and finally in their end of year report.

Teacher judgements are moderated each term by the middle and senior leaders. Moderations also take place between teachers and with teachers from other schools. Pupil progress meetings take place termly to support the assessment process and ensure accuracy of judgements. Teachers are required to fill in the pupil progress meeting proforma (see appendix three).

Each term the children's progress is tracked against their EYFS or KS1 data (see appendix four) this information feeds into appraisals and intervention groups.

**Appendix One – to be filled out during October Pupil Progress Meeting**

<b>Baseline Data September 2015</b>			<b>Predictions for End of Year 2016</b>		
% of children below expectations	% of children meeting expectations	% of children exceeding expectations	% of children below expectations	% of children meeting expectations	% of children exceeding expectations
<b>13%</b> <b>4 children</b>	<b>73%</b> <b>22 children</b>	<b>13%</b> <b>4 children</b>	% Number of children  Children's names will appear here with arrows indicating whether children will move up or down		

## Appendix Two – summarises predictions in October

Year	% of children <b>Baseline 2014</b>			% of children <b>June 2015 (against predictions)</b>		
	<b>working towards ARE</b>	<b>mostly meeting ARE</b>	<b>achieving ARE</b>	<b>working towards ARE</b>	<b>mostly meeting ARE</b>	<b>achieving ARE</b>
1	24% (14 ch)	53% (31 ch)	24% (14 ch)	20% <b>(22%)</b> (12 ch) ↓	23% <b>(40%)</b> (11 ch) ↓	57% <b>(30%)</b> (34 ch) ↑
2	17% (15 ch)	30% (27 ch)	51% (46 ch)	11% <b>(18%)</b> (10 ch) ↓	13% <b>(33%)</b> (12ch) ↓	77% <b>(45%)</b> (68 ch) ↑
3	13% (8 ch)	50% (30 ch)	33% (20 ch)	27% <b>(25%)</b> (16 ch) ↑	20% <b>(28%)</b> (12 ch) ↓	52% <b>(35%)</b> (31 ch) ↑
4	28% (17 ch)	55% (33 ch)	22% (13 ch)	20% <b>(19%)</b> (12 ch) ↓	37% <b>(42%)</b> (22 ch) ↓	38% <b>(43%)</b> (23 ch) ↑
5	21% (12 ch)	44% (25 ch)	35% (20 ch)	40% <b>(21%)</b> (22 ch) ↑	32% <b>(30%)</b> (19 ch) ↓	43% <b>(49%)</b> (26 ch) ↑
6	17% (8 ch)	24% (11 ch)	58% (26 ch)	9% <b>(18%)</b> (4 ch) ↓	7% <b>(4%)</b> (3 ch) ↓	84% <b>(78%)</b> (38 ch) ↑

## Appendix Three



### Pupil Progress Meeting Proforma

<b>Class:</b>		<b>Date:</b>	
<b>Staff Involved:</b>			
<b>Average Attainment:</b>	<b>Reading:</b>	<b>Writing:</b>	<b>Maths:</b>
<b>% and number of children who have made ARE:</b>	<b>Reading:</b>	<b>Writing:</b>	<b>Maths:</b>
<b>Class overview in relation to ARE</b>			
	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>Above ARE</b>			
<b>At ARE</b>			
<b>4months behind ARE</b>			
<b>More than 4 months behind ARE</b>			
<b>Average Progress</b>	<b>Reading:</b>	<b>Writing:</b>	<b>Maths:</b>

<b>% and number of children who are on track to meet their expected progress target (from KS1 or EYFS)</b>	<b>Reading:</b>	<b>Writing:</b>	<b>Maths:</b>
<b>% and number of children who are on track to exceed their expected progress target (from KS1 or EYFS)</b>	<b>Reading:</b>	<b>Writing:</b>	<b>Maths:</b>
<b>Pupils who have made good progress</b>	<b>Strategies that have had an impact/barriers to learning</b>		<b>Agreed action</b>
<b>Pupils who have made slow progress</b>	<b>Strategies that have had an impact/barriers to learning</b>		<b>Agreed action</b>
<b>Evaluation of outcomes and evidence of impact</b>			
<p><i>Is one subject area an issue?</i>  <i>Is a specific group of pupils an issue?</i>  <i>What do the work books show?</i></p>			
<b>Agreed Monitoring Focus</b>			
<p><i>In relation to the above points what is the agreed focus for monitoring?</i>  <i>Feed into appraisal?</i></p>			

Appendix Four – children below green boxes are not making expected progress and need targetting

	<b>Achieved &gt;</b>					
<b>End of Summer Results</b>	<b>Achieved</b>					
	<b>Mostly</b>					
	<b>Working Towards</b>					
	<b>&lt; Working Towards</b>					
		<b>&lt; Working Towards</b>	<b>Working Towards</b>	<b>Mostly</b>	<b>Achieved</b>	<b>Achieved &gt;</b>
		<b>KS1 Results</b>				

## Tracking

DfE Stat Policy	Best Practice	Web	MyUSO	Signed by Staff	Version
-	✓	✓	-	-	1.0
-	✓	✓	-	-	1.1

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