



Assessment Policy

In Jesus we learn, grow and pray together

Curriculum and
Standards Committee

Overview

At Christ the King Catholic Primary school all staff strive to provide opportunities for all to reach their potential. Assessment at Christ the King is an integral part of our teaching and learning and is the backbone behind realising our vision within our School Development plan. Our school is committed to ensuring that all children achieve their full potential.

Principles of Effective Assessment

The key principles that underpin our assessment are:

- Our curriculum – To enable the identification of our children's achievement's, set against the National curriculum objectives, to evaluate the effectiveness of teaching in enabling awe inspiring learning that motivates pupils.
- Communication – To provide information through shared language and understanding for a range of audiences: our children and their teachers, parents and carers, governors and other educational agencies.
- Accountability – Our children will make age appropriate progress from their different starting points, ensuring we 'close the gaps' for those children who need it. Teachers will be able to show how they are fulfilling their aims for their children and meeting the priorities of the SDP.
- To inform teaching and learning and makes sure every child achieves.

At Christ the King school our assessment system reports children as Pre-Key Stage, Working towards, working at the expected standard 3, working at the expected standard 2, working at the expected standard 1. Children who require extra challenge and depth in knowledge are reported as Greater depth 2 and Greater Depth 1. This is then reported to all parents including Y2 and Y6 at the end of the academic year. Information is also given to parents reflecting any changes to our assessment framework at welcome meetings and at parent's meetings at three points in the year (NFER scores are also shared with parents at these meetings)

Reflecting on the changes we have seen over recent years we are developing our assessment systems and implementing changes to make very clear that wherever a child is on their journey through our school; **our system is robust and tracks pupils progress across our school effectively and not just at the end of each key stage.**

Strategies to Promote Effective Assessment

A: To enable the identification of our children's achievement's, set against the National curriculum objectives, to evaluate the effectiveness of teaching in enabling awe inspiring learning that motivates pupils.

- 'Day to day' formative assessment is an integral part of teaching – It will help children to measure their own strengths and areas of development.
- Understand pupil performance on a continuing basis. Identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.
- Provide appropriate support or extension activities (to enrich and deepen understanding) as necessary and informs progress.
- Evaluate teaching of particular topics or concepts and plan future lessons accordingly.
- Support our children in measuring their knowledge and understanding against their Learning Objectives for the end of year expectation – identifying where they need to target their efforts to improve.
- Ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet end of year expectations.
- Take part in pupil progress meetings after each assessment period to identify individual weaknesses and strengths.
- Act upon the analysis of assessments to inform teaching and learning.
- Current statutory guidance is shared and understood and followed.
- Consistent judgements of pupil attainment and progress are made using the performance indicators from the Age Related Expectations (ARE's) in a 'best fit' way.

B: To provide information for a range of audiences: our children and their teachers, parents and carers, governors and other educational agencies.

- Summative assessments will be used to monitor and support children's performance – recorded into 'O-Track'.
- **Early Years Foundation Stage – Children will be assessed through observations (recorded on 2Simple) and through Adult led tasks, the summary of which will be entered on to O'Track at the end of each half term.**

- Children will take three NFER tests in reading, GPS and Maths during the year this will provide feedback on how they can improve.
- Summative assessments will be reported to parents, clearly and concisely, through the year at parents meetings with key areas of strength and weakness identified.
- The NFER scaled score will determine a child's attainment in summer term Y1 and termly throughout Y3, Y4 and Y5.
- Children in Y2 and Y6 will use previous SATS (and some NFER assessments) as summative assessment, using their scaled scores to determine a child's attainment.
- Children in early years will be assessed against the development matters statements in the age bands, with teachers indicating if children are beginning (B), developing (D) or secure (S) at these age bands. As children move from 40-60+ statements to the Early Learning Goals then the same system of beginning, developing and secure will be used. At the end of the foundation stage children will be assessed against all ELG's and will have the result recorded as either Emerging, Expected or Exceeding.
- The scaled scores will be monitored in Impact meetings to ensure children are making adequate progress throughout their learning journey. For Early Years Foundation Stage, the movement through the age bands and progress towards the ELG's will be monitored through the Impact meetings.
- Use other summative assessments through the year to inform judgements.
- For Years 1-6 Use the following system to record performance against the ARE's from NC2014:

Statement	O'track code	NFER/ SATs assessments
Pre-Key Stage	PK	≤85
Working Towards the expected standard	WTS	86-90
The expected standard 3	EXP3	91-95
The expected standard 2	EXP2	96-104
The expected standard 1	EXP1	105-109
Working at Greater depth 2.	GDS2	110-114
Working at Greater depth 1	GDS1	115-120

C: Our children will make age appropriate progress from their different starting points, ensuring we 'close the gaps' for those children who need it. Teachers will be able to show how they are fulfilling their aims for their children and meeting the priorities of the SDP.

- Use the first week of the autumn term to assess children's attainment, completing an assessment analysis and recognise each individual's strengths and areas to improve. The baseline period for EYFS will be over the first three weeks of the new term, giving time for settling in and part-time arrangements.
- SLT conduct IMPACT meetings and deploy staff and resources appropriately based on discussions with staff on children's attitudes to learning, attainment and test abilities.
- Ensure strategies from the Teaching and Learning policy are adhered to consistently ensure children make the best possible progress based on their prior knowledge.
- Use Impact meetings to analyse assessments data and ensure children who are not making expected or more progress and are not on track to meet their end of year expectations/ ELGs or make a Good Level of Development have intervention in place – highlighted on the meeting form.
- Work with colleagues to develop effective teaching materials to support children not on track.
- Use data from O'track and Impact meetings to fulfill accountability purposes for Performance management and evidence all avenues were explored to ensure children made sufficient progress towards the end of year objectives.
- In Years 1-6 Use Singapore Maths intervention time as well as other intervention materials to ensure children who did not make sufficient progress have extra time to plug their gaps.
- Plan for Read, Write Inc strategies to support spelling development (See further Maths and English Policies)

D: To inform teaching and learning and makes sure every child achieves.

- Use formative and summative assessments effectively to inform planning that meets the needs of all learners.
- Use curriculum policies consistently to ensure the majority of children meet their age related expectations and plan interventions accordingly.
- Within planning write children who are not making effective progress within a lesson.

- Adapt subsequent planning and work to evidence children are making progress.
- Use focus feedback to provide 'Wishes' to identify children's next steps (See Feedback Policy – review 2019) Next steps in children's learning in the EYFS will be identified through observation and shared with the children.
- Acknowledge all pieces of work to produce a warm, supportive classroom environment that stimulates learning and progress (See Teaching and Learning Policy)
- Ensure children who are SEND have additional provision if needed so they make effective progress based on their starting points. (See Inclusion policy). Use PIVAT scale and children who are pre-key stage guidance for the end of KS1 and KS2 to assess these children
- Ensure current statutory guidance is adhered to and further changes made in light of changes from the DfE throughout the academic year.

OUTCOMES

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts. (Starting with an update to previous practice in September 2018)
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child in line with National Curriculum programmes of study and Early Years Foundation Stage Areas of Learning.
- To enable the active independent involvement of pupils in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual children.
- To provide regular information to parents that is understandable to support their child's learning.
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the schools; leadership and management, teaching and learning, and the schools performance against its own attainment over time and against national standards.

When this policy is successful we will see:

Children who: Achieve their end of year objectives based on NC2014 end of year objectives. Children achieve within the Early Learning Goals/Achieve a Good Level of Development.

Teachers and Learning Support assistants who: Teach consistently good lessons to ensure the best possible progress, planning and monitoring interventions accordingly. Teachers will know their impact.

Parents who:

- Know their child's strengths and weaknesses and understand what they can do to ensure children reach their end of year objectives.
 - Understand the assessment system used in school.

MONITORING EVALUATION AND REVIEW

The school implements an annual programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of planning, assessment and work books
- Lesson Observations
- Conversations with children
- Learning Walks

With changes taking place in school due to INSET training 'Visible Learning' this policy will be reviewed in January 2019, following Visible Learning Action Plan, which will be completed December 2018.

Date adopted	Sept 2018	Review Cycle	Biannually	Last Reviewed	Sept 2016	Version	2
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