

St Clare's Catholic Primary School



*Transforming Lives,
Transforming Communities.*

Assessment Policy

Assessment Policy - Progress and Attainment – Executive Summary

Progress

The primary source of evidence for progress is teacher assessment against objectives for reading, writing and mathematics in Years 1-6, against Development Matters statements for Reception, and against the continuum for those unable to access their year group curriculum. Details of this process, and additional sources of evidence (eg. test data) are in the following policy.

Expectation

All children are expected to make good progress over time, regardless of starting points.

In every year group **at least 80%** of children should make expected progress over the course of the year. Additionally, in every year group **at least 20%** of children should make better than expected progress.

Definition of Expected Progress

Reception – At least 1 band of progress per term from baseline starting point (up to 4 bands over the year)

Years 1 to 6 – 4 or 5 ‘columns’ progress on objective record tracker per term (with December measure subsequently used as a baseline for progress in Spring and Summer)

Children with ITPs – 1 band of progress along continuum per term

Definition of Better than Expected Progress

Reception – More than 1 band of progress per term, or 5 or more bands progress over the year

Years 1 to 6 – more than 5 columns of progress per term, or more than 10 columns in second and third term

Children with ITPs – more than one band of progress along continuum per term, equivalent to more than 3 bands over the year

Where approximately 80% of the children make expected progress and 20% make better than expected progress this is regarded as **strong progress**

Where clearly greater proportions than 80%/20% make expected/more than expected progress over the year, this is regarded as **outstanding progress**

Attainment

The primary source for evidence of attainment is the objective records for reading, writing and mathematics. Other sources of evidence, including test data, and how these are gathered and interpreted are explained in the following policy.

Expectation

Expectations of attainment – targets – are set for all year groups for reading, writing and mathematics and are included in the School Development Plan. These are based on prior attainment data, as well as including an additional element of challenge to narrow attainment gaps.

Additionally, targets are set for % of GLD at end of Reception and % meeting standard for Yr1 Phonics check (Phase 1 Action Plan within SDP).

Definition

National benchmarks for attainment at end of Reception, Yr1 Phonics and end of Key Stages 1 and 2 provide national definitions of good attainment against which the school can be measured. Additionally, school level data for all year groups can be used to understand how well children are performing against age-related expectations and against school level targets.

Rationale and Purpose

Assessment at St. Clare’s School is the responsibility of all those who work with the children, though teaching staff and senior leaders have a greater workload and accountability. It is broadly made up of two strands – the formative and the summative.

Formative assessment is the day to day means by which staff understand how successful learning has been, and is a tool for feedback to children (including addressing misconceptions and offering further challenge), evaluating and informing planning, targeting interventions and recording progress for individual children in line with the school’s record keeping procedures.

Summative assessment involves periodic measures of attainment and progress and is used to define outcomes for individuals and groups (attainment and progress), to set targets, and to evaluate the success of the school as a whole and the performance of staff and children.

Expectations

Defining parameters for both formative and summative assessment enables staff and children to understand what is good attainment and progress, where children are currently and where they need to get to, including their next steps in learning.

The school's expectation is that all children, except where there are identified barriers to learning - such as Special Educational Needs – should achieve in line with the age-related national curriculum expectations. Children with insurmountable barriers to learning which prevent them achieving this standard are expected to make good progress and are given ITP targets which aim to facilitate accelerated progress.

Since the introduction of new 'age-related' assessment methods following the National Curriculum 2014, there has no longer been an ongoing linear measure of attainment in school, with attainment being judged against the expectations for each year. In order to gain a picture of attainment and progress over time, teachers complete 'objective records' – see below – to show progress and attainment within the year group curriculum. Children from Year 1 to Year 6 also take termly NTS Tests (Reading and Mathematics) tests, which yield an age standardised score.

What is Good Attainment and Good Progress at St. Clare's School?

Attainment

Good attainment is judged in relation to the school's own targets – see below – as well as National benchmarks. In the broadest terms these are percentages of children achieving GLD in Foundation Stage, meeting the standard in the Yr1 phonics screening check, and achieving age related expectations at end of Key Stage 1 and Key Stage 2. There are also National benchmarks available for prior attainment and other significant groups, against which the school can measure its own results. The pattern, over time, has been that children typically enter St. Clare's School with attainment well below that expected for their age, make good progress, especially in Key Stage 2, and leave close to National benchmarks. Amongst other things this is indicative of a cohort with a high proportion of EAL.

This forms our understanding of good attainment at St. Clare's, though in recent years, attainment at the end of Key Stage 2 has been higher than National benchmarks.

Progress

All children, regardless of starting points, are expected to make good progress over time. **School expectations are that at least 80% of all children in each year group will make good progress, and that at least 15% of each year group will make outstanding progress.**

Progress is judged against two measures:-

1. Progress within the year group curriculum, teacher assessed against the objective records/Development Matters bands (or against the ITP continuum for those not able to access the year group curriculum)

Good progress within the year group curriculum is understood as making (on the objective tracker) four or five columns progress per term. More than this is regarded as outstanding progress. In order to provide a different measure to attainment, and to allow different starting points, the first term assessment point is used as a baseline, and progress is judged against this for the remaining two terms.

For children not able to access the year group curriculum, it is important that they make progress which will close their achievement gaps. Therefore, good progress is understood as making 3 bands of progress on the ITP continuum per year (approximately one per term). More than this is regarded as outstanding progress.

In Reception, good progress is understood as making one 'band' of progress per term (eg from emerging to expected within one development matters band, or from exceeding to emerging within the next). Outstanding progress is understood as making an average of >1 band per term (5 or more bands over 3 terms).

2. Continuous progress over time, summative assessment of mathematics and reading using NTS tests – which can continue from year to year.

Good progress over time is understood as maintaining an age standardised score, - see 'NTS' below. Outstanding progress is understood as improving the age standardised score by 5 or more points (yearly averages provide more reliable data) or maintaining a standardised score >110

These provide ongoing and up to date progress data for the current cohort. For purposes of self-evaluation, with regard to progress over time, the school also makes use of progress data for end of KS2, which includes national benchmarks and relative progress of different groups.

Target Setting

Foundation Stage – Targets are set in terms of percentage of cohort achieving GLD (Good Level of development) by end of Reception.*

Phonics – targets are set to balance the imperative to make attainment more closely aligned with national performance and end of Foundation Stage outcomes.

Year 1 to Year 6 – Attainment - For each year group (Yr1 to Yr6), targets are set based on the outcomes from the year before and an additional ‘ambitious target’ based on a proportion of those children previously not achieving age-related outcomes but who, with additional intervention, are being targeted to achieve age-related outcomes. These targets for each year group are published in the annual School Development Plan. Where previous attainment is below that outlined in ‘Expectations’ above, the ambitious target is set to bridge the gap. Evidence for meeting these targets is the Objective Records assessment, backed up by NTS tests.

* From a low outcome a number of years ago, GLD scores have shown a significantly rising trend, but, reflecting our very low attainment on entry, FSP scores are still a little lower than other Birmingham schools and schools nationally. At this point there remains an expectation that GLD will rise each year (reflected in Foundation Stage Action Plan), but this can be tempered at pupil progress meetings after baseline and half termly assessments are completed.

Summative Assessment

EYFS – Children in Reception are observed closely in their first weeks in school and a baseline assessment is made of their attainment on entry against the Development Matters age bands. As we are a Catholic school, the children are also given an RE baseline assessment. From ongoing observation there is then a half-termly summary of progress against Development Matters bands, and this is tracked for individuals, classes and cohort to determine who are on track, making better progress than expected or needing additional support. At the end of the year, the Foundation Stage Profile is completed for each child where levels of attainment of each of the Early Learning Goals are recorded as 1,2 or 3. This also yields a school level measure, both of an average score and a percentage of pupils achieving a Good Level of Development. Judgements are moderated across both classes in Reception, involving all Reception staff, as well as cluster wide moderation (12 Caritas schools) and Local Authority moderation.

Phonics in Reception is assessed at the conclusion of the teaching of each phase, leading to grouping the children for phonics teaching in the Spring term.

NTS – Tests are administered in years 1 -6 shortly before the end of each term. Scores are age standardised and therefore maintaining the same score is indicative of good progress though those achieving scores of <100 are expected to improve to be 100 or more (notwithstanding barriers to learning as stated above). Children achieving 100+ are targeted to get to 110+, demonstrating more evidence of working at greater depth within the age-related expectation (ARE). Children in the range 95-99 are discussed in pupil progress meetings with the expectation that they should be targeted to achieve 100+ by end of academic year. For Reading, the PiRA test also generates a reading age which is recorded termly.

NB – the validity and consistency of the test materials from term to term is occasionally open to question, as well as the match between curriculum coverage and test question types. For example, it is widely accepted that the Year 1 PiRA Reading test is easier than other years – making it difficult to demonstrate progress in Year 2. Hence, there can be anomalous results, but trends over time are worth noting.

Objective records – Milestones are set for reading, writing and maths for each year group for attainment at Christmas, Easter and Summer – with below ARE, ARE and Greater Depth within ARE numerically based on, but higher than, the end of KS2 standardisation for proportion of test marks for ARE. Children can score 0, 1, 2 or 3 for

each objective (no evidence, some evidence, mastered at ARE or working at greater depth within ARE). By scoring a range of attainment within each objective, progress can be shown over time before a child has mastered the objective at age-related level. For Reading, Writing and Maths, certain objectives are identified as 'non-negotiable', and these must be mastered, regardless of score, before a child can be described as secure within the year group curriculum.

Writing – there is a half-termly summative writing assessment for all children in Years 1 to 6. This is of a particular type of writing and is linked directly to planning (genre plans) – where objectives for writing and other cross-curricular areas are planned to be covered in a unit. The assessed piece cannot be 'scored' or prove age related attainment, but is an indicator of age-related attainment and, with other writing assessments over the year, provides strong evidence of attainment over time towards the year group expectations.

Phonics Screening Check – Children are taught phonics in Reception, Year 1 and as required in Year 2 following the Letters and Sounds programme. From Christmas in Year 1, there is a half termly assessment based on the phonics screening check and intervention is provided if required to help those children capable of achieving the standard to do so. The same approach is taken in Year 2 for those who did not meet the standard.

End of KS1 Now Non statutory – SATs tests in Reading and Maths help inform the teachers' judgement as to whether children are below (with a number of possible outcomes), at or above age-related level in Reading, Writing, Mathematics and Science. Teachers' judgements are subject to internal moderation and across our Caritas Christi group of 8 local Catholic Primary Schools.

End of KS2 – Teacher assessment, subject to the same moderation as Key Stage 1, is provided for Reading, Writing, Mathematics and Science by the end of June in Year 6. Additionally, children take externally marked SATs tests in May of Year 6 in Reading, Maths and Grammar, Punctuation and Spelling.

Additional Summative Assessment – At the end of each term, teachers are required to hand in assessment folders. As well as the objective records and NTS scores, these also include RAG rated (Red, Amber, Green) assessment of RE, Science and Theme (Foundation subjects). PE is assessed by a benchmark check at the start of a teaching sequence and an observation assessment at the conclusion of the unit.

Formative assessment

Self-assessment – Children in all classes from Year 1 to Year 6 are involved in ongoing dynamic self-assessment throughout the course of each lesson. Once a lesson objective has been introduced, children assess their understanding/attainment and feedback to their teacher using 'cups' – displaying either red, orange or green, to show they either need further input, can work independently or have already mastered the skills or knowledge involved. If their assessment is shown to be accurate (by teacher questioning), support or next steps can be given immediately. During the course of the lesson, teachers will ask children for a 'cup check' to gain and use further assessment information.

At the end of a lesson, children give a reflective self-assessment on their work. This can be a simple RAG rating, or can be a more detailed reflective comment. At intervals outlined in the Marking Policy, children also complete a peer assessment proforma, reflecting on whether another child has met the success criteria for the activity.

Teacher Assessment – Teachers use questioning and observation throughout lessons to assess attainment and progress. This enables them to give ongoing verbal feedback which can support, address misconceptions or further challenge children. In reception, these observations are recorded on '2Simple', where they are also RAG rated. Reception staff also highlight achievement on the Development Matters bands as part of their daily assessment. In line with the marking policy, teachers mark all work using a system of highlighting and also provide 'gap tasks' for a number of children each day. These are used to address misconceptions, gain further evidence or provide next steps in learning. The children are required to complete the gap task at the start of the next session.

For children unable to access the objectives for their year group, teaching and activities are aimed at meeting targets from the children's ITPs. Progress is then recorded on the ITP when work is marked. ITPs are monitored and reviewed half termly.

For formative assessment of reading, records are kept of when each child reads with a member of staff (minimum once weekly), and comments are recorded on a proforma. From Year 1, the staff also record 'codes' on these sheets to indicate which objectives have been evidenced – so that this data can easily be transferred to reading objective records for summative assessment.

Teachers also make use of check-ups and informal tests such as spelling tests and 'maths wizards'.

Objective records – Staff record attainment against the year group objectives for reading (with a different colour for each term), writing and maths as part of daily marking. If a child has made progress towards an objective, it is dated; if they have mastered the objective at age-related level it is highlighted; if they are demonstrating that they are able to apply the objective more widely or have a deeper than expected understanding, the letters GD (Greater Depth) are recorded next to the objective. Then, when attainment and progress are measured in summative assessment, the four outcomes of no evidence, dated, highlighted or GD can be scored as 0, 1, 2 or 3.

Tracking

Termly data from Reading, Writing and Mathematics objective records, and Reading and Mathematics NTS tests is collated by the headteacher and tracking sheets are produced. These are analysed to provide data about attainment and progress (including from different starting points) for the schools as a whole, cohorts, classes and significant groups. This analysis is shared with Governors – via the Curriculum Committee and senior leaders (Phase Leaders and Core Curriculum Leaders). Reception data is also tracked half termly from both 2Simple and the school based 'best fit' development matters tracker. ITPs are tracked on the continuum to provide evidence of progress and to determine next steps in learning.

Copies of trackers are given to class teachers who will use them to put together data in preparation for Pupil Progress Meetings (held at the start of each term with a member of the SLT and Subject Leader).

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