



St Benet's RC Primary School

Curriculum Assessment

Rationale

We believe assessment is at the heart of promoting pupil's learning. Effective assessment provides information to improve teaching and learning, allowing all our pupils to achieve their full potential. The National Curriculum objectives will be used as the expectations for all children. Pupils will make age appropriate progress from their different starting points – 12 months in 12 months, more for those who need to 'close the gap' to reach age related expectations.

Aims

The aims of assessment in our school are to:

- Allow every pupil to reach their full potential.
- Enable our pupils to demonstrate what they know, understand and can do in their work.
- Help our pupils understand what they need to do next to improve their work
- Enable teachers to monitor the progress of children in their class
- Allow teachers to plan and scaffold work that accurately reflects the needs of every pupil
- Provide regular information for parents to enable them to work in partnership with the school to support their children's learning
- Enable all stakeholders to monitor all pupils' progress, including the schools current vulnerable groups, including those that attract Pupil Premium Funding
- Ensure continuity within the school and nationally
- Keep the leadership team and governors fully informed, allowing them to make judgements about the effectiveness of the school.

Early Years

On-going formative is at the heart of our effective early years practice. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child. Each child's level of development is assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development:

- Emerging, not yet reaching expected levels of development for age
- Expected
- Exceeding, beyond levels of development for age

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.

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.

Assessment and Tracking

Alongside the Chris Quigley Essentials Curriculum, St Benet's uses the Depth of Learning system to track children's progress. The Essentials Curriculum includes all National Curriculum subjects and exceeds the requirements of the National Curriculum.

- Depth of Learning is a way of:
 - a) tracking progress from starting points
 - b) making a forecast of whether pupils will meet or master end of key stage expectations
 - c) identifying gaps in learning/teaching
- The tool enables teachers to assess and track progress, allowing them to monitor if pupils will meet or master expectations by the end of each Key Stage, and evaluate how well pupils have progressed from their starting points.
- Progress is defined as the increasing depth of understanding pupils have in each of the key learning objectives. These cognitive domains: Basic, Advancing and Deep describe pupils' depth of understanding.
- Ongoing formative assessment throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Three way feedback, pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular work scrutiny of children's work.
- Termly progress tests for English and maths.

Formative Assessment

Formative assessment is at the centre of our approach to assessment. Formative assessment will be carried out continually by all staff – “formally” and “informally”. This is a process in which everyone is involved in: adult-pupil; pupil-adult; pupil-pupil.

Before/after lessons:

- Mark work from previous lessons – marking should maximise what will impact on progress of individuals: specific next steps or close the gaps. It should be scaffolded as appropriate to allow all children access to the curriculum.
- Reflect on previous lessons – was the pitch appropriate? Who struggled? Why? How can I adapt/ scaffold the learning to support them? Who found it easy? What is their next step?
- Use information gained to adapt planning as appropriate for groups/ individuals/ whole class

During lessons:

- Question children – fully explore children’s understanding (this is not a test to see if they have been listening or if they understand). We will use the information we get from children’s responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; re-group children if some need extra support.
- Provide immediate feedback –what are the next steps? – Further challenge or scaffold understanding. We reward perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort.
- Talk – give children opportunities to formulate answers and share strategies/ ideas with partners. We will listen to these conversations as they can provide invaluable insights into our children’s (mis)understanding. We will continue these conversations throughout the lesson – regular dialogue with children will further inform our understanding of where the children are and where they need to go next, allowing us to move the learning on at a suitable pace.
- Mark – Marking work during the lesson will provide immediate information for teachers and immediate feedback for children to correct misconceptions or to move learners on.
- Response to marking – Children should be given opportunities to respond to marking during lessons or at another point shortly after.
- Peer/ self-assessment – modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning; exit notes; whiteboards; think, pair, share etc.
- Teachers to assess children using the Essentials Curriculum learning objectives, for English and mathematics, inputting data accordingly using iPads, within sessions.

Summative Assessment

Data will be imputed at the end of every term and judgements will be made based upon testing and teacher assessment. Each half term, the children will be tested and the results will be used to inform teachers in preparation for the final assessment at the end of a term.

In addition to the above assessments, pupils also complete the following statutory assessments:

- Reception – Baseline Assessment & EYFS Profile
- Year 1 (and 2) - Phonics Screening Check
- Years 2 and 6 - end of Key Stage assessments

Year 1 Phonics Screening Check

The Phonics Screening Check demonstrates how well pupils can use the phonics skills they have learned up to the end of Year 1, and to identify those who need extra phonics help.

- The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters.
- Pupils will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard
- Pupils who do not meet the required standard in Year 1 will be re-checked in Year 2.

End of Key Stage 1 Tests

All pupils will sit the following tests at the end of Year 2:

- Reading
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 Tests

All pupils will sit the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

No Levels

Alongside the introduction of the new National Curriculum, levels were removed for all Year Groups, instead at the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

In order to be 'secondary ready' children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the Chris Quigley Essentials Curriculum, in line with the National Curriculum, to assess outcomes for children at the end of each curriculum year – for example:

There are three expectations throughout the primary years:

Milestone 1: **The expected standard for pupils by the end of year 2.**

Milestone 2: **The expected standard for pupils by the end of year 4.**

Milestone 3: **The expected standard for pupils by the end of year 6.**

The Milestones meet, and in some cases exceed, the requirements of the National Curriculum programmes of study. Year groups are not used as the basis of assessment as the National Curriculum attainment targets are only for the end of key stage.

Depth is the most important factor in judging progress within a milestone. Within each milestone, children will be working within three cognitive domains:

Basic:	working towards national expectations.
Advancing:	meeting the national expectations.
Deep:	mastery of the national expectations.

- A child that has achieved all the objectives set out for Year 3 for reading (and no further) would be said to be working at the end of Year 3 expectation for reading.
- A child achieving half or so of the mathematics objectives for Year 5 would be classed as working at the mid-Year 5 expectation for maths.
- A child achieving only a few reading objectives for Year 1 would be classed as working at the beginning of Year 1 expectation.

Monitoring and Evaluation

The Curriculum Assessment subject leader is responsible for monitoring the implementation of this policy and we allocate special time for this task. The subject leader will sample children's work and planning and observe the policy in action in classrooms.

The link governor for Curriculum Assessment will meet the subject leader at least annually to support and challenge the implementation of this policy.

This policy will be reviewed every two years or earlier if necessary.

Date: September 2020



