

# St Patrick's Catholic Primary School



## Assessment and Reporting Policy

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# St Patrick's Primary School Assessment and Reporting Policy

*We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God's family.*

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## Introduction

At St Patrick's Catholic Primary School, we want all children to make good progress and develop positive attitudes to their learning. Formative assessment or 'Assessment for learning' (AfL) is central to children recognising and achieving their potential. Formative assessment is *'an ongoing process, conducted both formally and informally, by which information and evidence about a child's learning is absorbed and used to plan the next step or guide through a given task'*

(Ruth Sutton, Assessment-A framework for teachers, 1991)

## Aim

At St Patrick's Catholic Primary School, we believe the key purpose of assessment is to support children's progression in learning. The intention is for AfL to occur in all lessons. Research has proved that AfL is one of the most powerful and effective ways of improving learning and raising standards.

This policy is informed by:

- ✓ The school curriculum
- ✓ The School Feedback and Marking Policy ☑ Early Years Foundation Stage Framework
- ✓ St Patrick's Formative Assessment Expectations
- ✓ STA Guidance

The policy is designed to provide a framework and methodology that informs assessment in all curriculum areas.

In our school, there is a specific focus on tackling barriers to learning and closing the attainment gaps for underperforming groups of pupils. We are particularly aware of the need to bridge any gap in attainment between children from economically disadvantaged backgrounds (identified through families qualifying for free school meals) for whom central government provides additional pupil premium, and those for whom we do not receive pupil premium payments.

Assessment is also the tool we use to measure the impact of interventions we have put in place to accelerate the progress of pupils who have fallen behind age-related expectations. This evidence enables us to develop interventions that make the most difference to children's learning.

The teaching team must know what has been remembered, what skills have been acquired, and what concepts have been understood by the children they teach. This enables teachers to reflect on what children are learning and what they find difficult and informs future planning.

The outcomes of our assessments will help children become involved in raising their own expectations and identifying ways in which they can improve their work. Such attainment needs to be compared with the child's previous work, but also against children in the cohort and against national statutory assessment results for children of the same age.

Assessment for Learning (AfL) means using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this. In practice, this means obtaining clear evidence about how to drive up individual attainment; understanding between teachers and pupils on what they need to improve, and agreement on the steps needed to promote sound learning and progress.

The key characteristics of Assessment for Learning

1. Language of learning
2. Explicit skill-based learning objectives/outcomes
3. Effective Success Criteria
4. Questioning
5. Time for children to try improving

### **1. Language of learning**

Our language tells children what we believe and what we value. It can also have a huge effect on how children view themselves, how motivated they feel and, as a result, how well they achieve. Using 'language of learning' means using language which:

- Celebrates learning rather than performance or ability  
e.g. talking about 'learning' rather 'work' – '*what are you learning?*' rather than '*what are you doing?*' This shows that learning is an ongoing process, not a fixed outcome.
- Encourages self-belief  
e.g. '*I can...*' or '*I need help/time/practice to...*' rather than '*I can't*'. It develops an understanding that mistakes are part of the learning process. Making a mistake or getting 'stuck' can be turned into a positive opportunity to learn something new.
- Develops metacognition  
Giving children the language of learning allows them to become aware of themselves as learners, to reflect upon their own learning and eventually, take ownership of their learning  
e.g. '*I learned to do that by...*' '*I learn best when...*' '*My next step in learning is...*' '*I will do...to help me to ...*' '*I already know...Next I'd like to know...*'

## **2. Explicit learning outcomes—shared and discussed with the learners**

Effective learning takes place when learners understand what they are trying to achieve and why it is important – ‘the bigger picture’. It is therefore important that pupils know the learning outcome(LO) to the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the intention. Teacher demonstration and modelling will closely relate to the learning outcome as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. The learning outcomes will focus on learning not activities. L.O.s should be skill- or knowledge based and therefore be transferable to different activities or contexts. The ‘context’ of the lesson or ‘activity’ can be shared separately to make this explicit. *e.g. L.O: To write a story opening by describing a scene. Context: A story about Cinderella.*

## **3. Success Criteria – how learners will know when they have achieved the L.O. or the steps towards it**

Developing success criteria to achieve the learning outcome will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. We recognise that on occasions there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 3. Feedback can then be given against the success criteria (by the child themselves, their peer or the teacher). Feedback against the criteria frees children from personal discouragement. Success criteria can be generated by the teacher, but it is recognised that where children together generate their own success criteria to meet a learning outcome they gain more ownership over the learning with positive results. Some techniques to generate S.C. with the children may include:

- Prove It / Do It Wrong: Child to model a task they say they can do or adult models a task incorrectly and children point out errors to help refine S.C.
- Finished piece of work: analyse and discuss features of another child’s work – e.g. from the year before
- Two Pieces of Finished Work: look at two pieces of work of differing quality shown side by side.
- Poor Quality Success Criteria: look at ready prepared S.C. and alter through discussion and trying out.
- Demonstration / Retrospective Creation: the adult models how to make/ do something while children pull out the S.C./ do a task stopping frequently to pull out exactly what they’ve done.
- Revisiting existing success criteria: refine, amend and clarify S.C. after a task
- When generating success criteria, it helps to focus on the process rather than the final effect e.g. I will be successful if .... ‘I set the scene in the opening paragraph’ rather than ‘people enjoy reading my story’. The success criteria should guide the child in how to achieve. Two sets of S.C. can be used: one for the current skill being taught and specific gap in children’s learning e.g. using full stops

#### **4. Questioning**

We use questioning in a variety of ways. The key purpose of questioning is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding, skills and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including prompting, promoting and probing questions, are recorded in

teacher's planning. Wait or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of mixed ability talking partners where children can rehearse their answers with the scaffold of a speaking frame will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning. This is especially important for English as an Additional Language (EAL) learners who may need support, rehearsal opportunities and encouragement to communicate what they do and do not understand.

#### **5. Time for children to try improving**

Much of the assessment for learning approach requires time to be allocated to allow children to consider successes and improvements, as well as responding to improvement prompts. Without time being built in, the whole process is less effective and children return to completing tasks without considering how they can improve.

Our assessments will also provide information for others including:

#### **The Teaching Team**

- ✓ To help inform planning
- ✓ To identify pupils who need additional or specialist support
- ✓ To identify pupils who would benefit from intervention programmes

#### **Parents**

- ✓ To show progress the child is making and to identify concerns, in order to involve them in the learning process – this information is shared through formal and informal parent-teacher discussions and in the end of year reports to parents.

#### **SENCO**

- ✓ To provide evidence of attainment
- ✓ To identify pupils who require additional support
- ✓ To monitor progress of pupils with SEND (Special Educational Needs or Disabilities), Pupil Premium children or pupils in other significant groups
- ✓ To inform the writing of Support Plans or EHCP
- ✓ To enable liaison with outside agencies

## **Outside Agencies**

- ✓ To provide evidence of needs
- ✓ To identify ways in which pupils need support

## **Planning Assessments**

We incorporate formative and summative assessments (internal and statutory) into the planning process. Our curriculum maps identify the topics, skills and knowledge studied each term for each year group, across all subjects.

Teachers incorporate opportunities for assessment into their lessons, allowing time for this assessment to take place. The school has developed its own approach to assessment of some subjects based on Bloom's taxonomy which allows depth and mastery to be taught and assessed. It is expected that year groups will work together and that all staff will support each other through their subjects and expertise. Most class teachers have a subject responsibility which they are expected to develop subject expertise in through personal study. Teachers at an early stage in their careers have more experienced mentors to support them in their first year of subject leadership.

## **Summative assessment**

Summative assessment takes place each term in Mathematics and twice a year in Reading and Spelling, Punctuation and Grammar (SPaG).

Summative assessment is recorded electronically on MARK (My Assessment and Reporting Kit) for reading and SPaG. Mathematics assessments are captured on the White Rose trackers. These platforms provide a Question Level Analysis which allows staff to recognise strengths and areas for further teaching both for individuals and the whole class.

Other subjects are teacher assessed at the end of the year. All summative data both test and teacher judgements, are captured in one Excel tracker per year group stating if a child is below, at or above the age-related expectations.

In addition to formative and summative assessment information, teachers may also keep a record for their class, which includes general and specific information regarding their pupils. There is no prescribed format for this, but it may include reading records, test results, tick lists and other information.

## **Statutory Summative Assessments**

Statutory summative assessments are carried out in some year groups. These are either formal tests or teacher assessment.

- Reception- baseline assessment in September
- Reception- EYFS profile- submitted in June
- Year 1 - Phonics screening- carried out in June
- Year 4 - Times Tables carried out in June
- Year 6 - Mathematics, Reading and Spelling, Punctuation and Grammar- carried out in May
- Year 6- Writing teacher assessment- submitted in June

## **The Foundation Stage**

In the Foundation Stage, assessment opportunities are based on observational evidence of what the children are doing in their day-to-day activities. Judgments are based on observational evidence gathered from a range of learning and teaching contexts. All adults who interact with the child contribute to this process, including dialogue with parents. These observations and assessment identify learning priorities and inform future planning.

Observations and assessments may take the form of short and narrative observations, annotated samples of work and photographs.

The statutory Early Years Foundation Stage (EYFS) Profile is completed during the Reception Year and is submitted to the local authority at the end of the summer term.

Reception statutory assessments are based on teacher assessments. They take place in:

- September – baseline assessment in Mathematics and Literacy, Communication and Language.,
- June – all 17 areas of learning

## **Equal Opportunities**

Assessment provides an important opportunity to monitor outcomes by different groups. This enables us to be alert to any patterns in performance that might indicate a need to develop our curriculum or teaching methods to better progress the learning of specific groups.

## **Self-Assessment**

On a daily basis, in every lesson, children are involved in self-assessment. This can be from formal target setting for writing to informal chats between teacher and pupil. Children are encouraged to reflect on their progress, giving feedback to the teacher about their learning. This skill of reflection is explicitly referred to in the school values and is developed from Nursery up to Year 6. From Year 1 up, self-assessment in books is evident through the use of green pen.

## Moderation

We believe that a crucial component of effective assessment is moderation to ensure that there is consistency in judgements across the teaching team.

Regular subject moderations take place. Each subject is moderated in each class. CPD is provided in moderation making use of exemplars of work expected at particular stages of children's learning. This is supported through sharing in-house expertise and also by networking with other schools (e.g. the Aquinas Trust schools). New to Year 6 teachers attend annual training provided by the local authority to support assessments for SATs.

Senior leadership, Subject and Phase Leaders coordinate moderation processes. They ensure consistency across the school.

## Use of assessment data

- ✓ Teachers identify gaps in skills and knowledge of individual children in their classes. Teacher plan to close those gaps.
- ✓ In the Spring and Summer terms, pupil progress meetings are held between class teachers and the Phase Leader or DHT to identify whether progress has been sufficient to keep all children on track to meet their targets. At the Pupil Progress meetings, the following questions are asked:
  - Which children have not made adequate progress?
  - Why?
  - What will be done, and by whom, to accelerate their progress?

***N.B. The responsibility for the progress of the children is the responsibility of the class teacher, even if they go out for additional interventions with other adults***

- ✓ In June, end of year summative teacher assessments in all subjects are carried out. These support the teacher to make assessments of each child's level of attainment and these are finalised after moderation with the Year group who will receive the children and have these results as their baseline in September. These results are reported to parents in the end of year report.
- ✓ All the above information is used when informing the next class teacher during "hand-over" discussions to ensure a smooth transition in the Autumn
- ✓ Teachers decide whether children are performing below, at or above age-related expectations and whether they have been making sufficient progress to meet their end of year targets. Teachers' judgements are confirmed through moderation.



## **Formal Reporting**

Parents' meetings are held twice a year (in October and March). Parent-teacher discussions are offered to focus on the child's targets and how parents can help support the child to meet them.

Teachers write an annual report to parents in the Spring Term. This report identifies clear targets for their child to work on for the remainder of the school year. Our reports are summative and informative; they provide information on children's progression and achievements compared to the school's expectations of skills and knowledge children are expected to acquire at different stages as outlined in our curriculum. Reports follow the agreed procedures laid down by legislation and report all statutory requirements. A child's attendance is noted, as well as late arrivals alongside the authorised and unauthorised absences. Opportunity is given for parents to discuss this report with class teachers.

The report format provides opportunities for comments by:

- ✓ Class teacher
- ✓ Parent
- ✓ Headteacher

An additional short report is sent to parents at the end of the school year to inform them about their child's end of year attainment in the core subjects.

Parents are welcome to talk to the class teachers, informally before and after school and are welcome to make an appointment for a meeting.

## **Class Transfer**

It is expected that a discussion takes place before children transfer into another class, between class teacher and the next teacher to take the class. Where possible, staff meeting time will be given for this, but it is also expected that staff will make individual arrangements. The class information is passed on to the next teacher, in addition to any other relevant records.

When children in year 6 move on to secondary school, the Admin Team, DSL and SENCo ensure that all relevant records are passed on to the receiving schools in line with GDPR requirements, including end of key stage results and the children's personal files. Year 6 teachers carry out transition arrangements for each child in line with the secondary school's procedures. This will either be a written transition document or an in person meeting with staff from the secondary schools for discussions about the children, in order to aid smooth transition.