

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*

Holy Cross Catholic Primary School



ASSESSMENT AND REPORTING POLICY

Date: Summer 2023

Review Date: Summer 2024

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Holy Cross Catholic Primary School

Assessment Policy

Mission Statement

Holy Cross is a Catholic school which seeks to build a closer partnership with parents, the parish and the wider community.

We work hard to provide an environment which is secure, stimulating and happy and where everyone is appreciated and enabled to give their best.

We encourage all to have respect for each individual, to be honest, tolerant, just and forgiving and to develop a closer relationship with each other and through this a closer relationship with God.

*We recognise Jean Baptiste Debrabant's vision that;
'A Christian based education is a sure hope for the future of religion and society.'*

Assessment at Holy Cross Catholic Primary School

Purpose of the policy

The main purpose of this policy for assessment, recording and reporting is to develop effective, efficient, consistent methods through which a child's progress is monitored and used to inform decisions about future curriculum developments for that child. Effective recording systems throughout the school will be an aid to consistency and continuity. Reports based on records, will give accurate and meaningful information. The policy will ensure that statutory requirements are fulfilled.

Underpinning principles for assessment

1. Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for students to demonstrate and review their progress.

2. Assessment is fair

- Assessment is inclusive of all abilities.
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

3. Assessment is honest

- Assessment outcomes are used in ways that minimise undesirable effects.
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

4. Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- Assessment objectives set high expectations for learners.

5. Assessment is appropriate.

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.

- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

6. Assessment is consistent.

- Judgements are formed according to common principles.
- The results are readily understandable by third parties.
- A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

- pupils in developing their learning;
- parents in supporting children with their learning;
- teachers in planning teaching and learning.
- school leaders and governors in planning and allocating resources; and
- government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.

All staff are regularly trained in our approach to assessment.

Our method of assessment

Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.

We also use the outcomes of assessment to check and support our teaching standards and help us improve.

Through working with other CCT and LA schools and using external tests and assessments, we will compare our performance with that of other schools. Teachers in Years 2 & 6 will attend all informal and formal moderation meetings led by the LA, Brentwood Diocese and the Christus Trust during the year. Teachers in Reception are also required to attend informal and formal moderation with the LA.

We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.

Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum organised into a thematic approach across a 2-year rolling programme.

Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.

The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.

Target Setting and Assessing Progress

Each year targets are set for each year group in the Autumn term in consultation with our School Improvement Partner. These targets are based on a combination of –

- FFT assessment data
- Previous end of key stage assessment data
- Previous year assessment and progress data

The Headteacher or a member of SLT will work with the class teacher to set challenging targets for the whole cohort for Secure and Secure + and for identified underperforming groups. These targets are then shared with Governors and the Christus Trust.

Assessment Cycle

Each term teachers must submit teacher assessments on to Target Tracker (in line with school deadlines). Teachers make their assessment judgements using –

Informal assessment tasks

Use of assessment statements

Moderation of pupil's work

Formal testing using NFER or End of Key Stage SAT's tests in years 3, 4 and 5 each term

Reading age assessments twice a year

	Expectations
Autumn 1	EYFS – Set targets for GLD for all areas and combined Reception and Nursery – complete Baseline assessment YEARS 1- 6 Agree assessments from previous year as baseline / Set targets for ALL subjects and combined for RE, Reading, writing and maths and all foundation subjects for all pupils and underperforming groups PPM Paperwork Preparation (see appendix A) Phonics assessments – yrs R – 2+
Autumn 2	YEARS 1 – 6 Submit teacher assessments in – Reading, GPS, writing, maths, RE, science, art, design and technology, PE, history, geography, music, PE EYFS – submit teacher assessments in prime and specific areas NFER testing / end of key stage National Curriculum tests to inform teacher

	assessments in years 2-6 PPM Paperwork Preparation Phonics assessments
Spring 1	Phonics assessments – yrs R – 2+
Spring 2	YEARS 1 – 6 Submit teacher assessments on target tracker in – Reading, GPS, writing, maths, RE, science, art, design and technology, PE, history, geography, music EYFS – submit teacher assessments in prime and specific areas NFER testing / end of key stage National Curriculum tests for Years 2 and 6 to inform teacher assessments PPM Paperwork Preparation Phonics assessments – yrs R – 2+
Summer 1	Key stage 2 SATs week Key stage 1 SATs administration in May
Summer 2	YEARS 1 – 6 Submit teacher assessments on target tracker in – Reading, GPS, writing, maths, RE, science, art, design and technology, PE, history, geography, music NFER testing for years 1, 3, 4 and 5 inform teacher assessments Year 1 phonics screening check Year 4 times tables check EYFS end of EYFS assessment submission data Submit teacher assessments for Year 6, Year 2 and Reception PPM Paperwork Preparation Phonics assessments – yrs R – 2+

Target Tracker

At Holy Cross, we use Target Tracker as a resource to track the progress of each pupil throughout the year. Each year band has been broken down into six steps within the year group:

- beginning (b)
- beginning + (b+)
- working within (w)
- working within + (w+)
- secure (s)
- secure + (s+)

Each pupil progresses through the levels as the year evolves.

The three broader sections may be thought of in these terms;

B/B+ Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.

W/W+ Working Within – Pupil learning is fully focussed on the criteria for the band. This is a teacher best-fit decision but could be informed by statement assessments between around 40% and 70% achieved.

S /S+ Secure – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

Lower attaining pupils may be working at a band outside of their current year and are supported to make progress through that band.

For children to be working at age-related expectation, they would need to reach the secure (s) step at the end of the appropriate year, although during the transition period w+ is also acceptable.

Our use of assessment

Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.

Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school, are making appropriate progress and that all pupils are suitably stretched.

The information from assessment is communicated to parents and pupils on a termly basis through structured conversations such as at parents' evenings and pupil conferencing and a 'report grade card' in Autumn and Spring terms and a full written report at the end of the Summer term. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Recording

- Records to be used to assess learning outcomes in relation to planning and as an aid in evaluation of teaching methods.
- Regularly updated records give a clear and accurate picture of the child.
- Records provide clear evidence of achievement against National Curriculum age related expectations.
- Records to be used as a key tool in ensuring continuity and progression.

Recording in Detail

a) Learning outcomes

'Evaluation and next steps' records on planning will identify the successful link between

planning and learning outcome. Subsequent lessons should reflect the previous learning outcomes.

b) Maintenance

Records of summative assessments will be regularly updated. Current data is submitted once every term on to Target Tracker for Reading, Writing, GPS, Maths, RE and Science. Termly foundation subject assessment will be completed and submitted on Target Tracker. Summary of data analysis is reported to the Headteacher and the SLT, who scrutinises and s the school's strength and areas for development and address accordingly. These records are a prime source of evidence of achievement and an important aid in accountability.

Submission dates for TA and end of term tests will be clearly stated, in advance, in the calendar for each academic year.

Each half term teachers must report on their assessment data in a Pupil Progress Meeting with the Headteacher and members of SLT. Teachers must report on progress towards targets and identify key reasons for accelerated progress and any barriers to learning.

c) Continuity and progression

Records should be meaningful, relevant and diagnostic. They should inform future teaching and learning, raise achievement and motivation. End of year assessment records are passed on from one year to another, during transition meetings and when children transfer to another school.

Reporting to Parents

The school has a well-established system for reporting to parents. This consists of:

- **Autumn Term** - parents are invited to attend a consultation evening where the child's progress towards settling into a new academic year and end of year targets are discussed. Termly Progress reports are given to parents/carers at the end of this term.
- **Spring Term** - parents are invited to attend a second consultation evening where the child's progress is discussed in terms of age-related and personal expectations. Termly Progress reports are given to parents/carers at the end of this term, highlighting their child's progress to date.
- **End of Summer Term** - parents receive a full written report which includes details of the child's achievements and progress for the academic year. Parents are invited to an optional consultation meeting with their child's class teacher to discuss the written report

In addition, the school has an open door policy for parents whereby staff are available to consult with parents at a mutually convenient time.

Management of above

To ensure there is a shared understanding and common practice amongst staff.

- To maintain a coherent policy and carry out regular evaluation.
- To monitor and analyse results of summative assessments.
- To develop effective target setting strategies.
- To use ICT as an aid for assessment, recording and reporting.
- To ensure that statutory requirements are fulfilled. Records will detail Teacher Assessments [TA] and the results of SATs/Optional Testing.

Each term, the SLT and Subject Leaders will conduct a data analysis and identify strengths and areas for development across the school. These will be fed back to the Headteacher and used to amend subject action plans and identify next steps. This may include organising any staff training relevant to the policy requirements. The success of this policy depends on the full cooperation of staff and due regard will be given to staff opinion.

Teachers attend Pupil Progress Meetings at the end of each half term to discuss: the progress of the children in their class, the impact of interventions and forward planning to address any barriers to learning and to accelerate progress.

Monitoring and Evaluation

This policy will be regularly monitored and evaluated against the following criteria:

- A variety of assessments strategies will be used.
- Assessments will be carried out according to half-termly plans.
- Moderation is embedded within CPD to ensure secure judgements.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed on to subsequent teachers.
- Agreed reporting methods are being used.
- The policy is used by staff in practice.
- The policy is reflected in all subject areas.
- Evidence from the results of assessments is used as performance indicators.
- Statutory requirements in assessment, reporting and reporting are adhered to.

Assessment of learning

Core subjects:

- One summative assessment is undertaken each half term; teacher assessment and formal tests are used alternately – pupil outcomes are judged against the national curriculum objectives, supported by the target tracker statements.
- Writing Assessments take the form of one unaided piece of writing per term and teacher assessment based on a range of evidence gathered during the term and/or year.
- Reading assessments are as above for teacher assessment and NFER tests are used with scores converted to match newly devised assessment system, as well as previous SAT's tests for years 2 & 6.
- Maths assessments are as above for teacher assessments and White Rose assessment tests and NFER formal assessment tests, which are linked directly to the new national curriculum, are used for testing, as well as previous SAT's tests for years 2 & 6.
- Science is assessed on a termly basis in the same manner as the Foundation subjects below.

Foundation subjects:

On-going teacher assessments during lessons and at the end of each unit is used to assess pupil attainment against new national curriculum objectives/skills. In the autumn, spring and summer terms teachers will record on Target Tracker whether the children are working at age related expectation, below age related expectation or working above age related expectation.

MARKING POLICY AND PROCEDURE

It is necessary to mark children's efforts so as to give them encouragement and feedback on their work, to let them how they are doing and where they need to make improvements. This policy provides a framework to ensure consistency of approach to responding to children's work throughout the school.

THE NATURE OF MARKING

Marking is an immediate, constructive response to children's work and should always be viewed in a positive way by staff and children alike. It encourages children by letting them know that their work is of an acceptable standard and is a stimulus for further understanding and

improvement. Marking a child's work enables them to see that the teacher values their efforts and makes expected standards explicit. It helps teachers assess the children's understanding so as to aid future planning and helps them to reward them, to correct and reinforce understanding. In this way it builds self-confidence and self-esteem and encourages them to take a pride in their achievement.

Children's work should, whenever possible, be marked with them, ensuring that over time all children have access to this kind of personal, verbal feedback. Work in any given subject should be marked in line with the schools marking policy.

ENTITLEMENT

All children are entitled to receive a positive and constructive response to their work and efforts

IMPLEMENTATION

Foundation Stage Marking Policy

Verbal feedback will be provided through the form of praise, open-ended questioning and guidance within the learning environment.

Target tracker is used to record and evidence learning, as appropriate.

When written work is recorded -

- Verbal comments and feedback should be given to the children within the lesson concerning future development
- Corrections should be made within the same lesson
- The teacher must use a green pen when marking children's work.

Key Stage 1 and 2 Marking Policy

All marking must be positive and helpful in order for the children to understand how they have achieved against the learning objective / success criteria.

All teachers will use highlighting – green for growth and pink for positive comments in all subjects. All children need to respond to 'green for growth' comments in purple pen and teachers will mark in green pen.

All written feedback is against the learning objective / success criteria.

The following symbols should be used **progressively** through key stage 1 and 2 for self-assessment:

- Red Stick Man – Not met learning objective
- Yellow Stick Man – Partially met learning objective
- Green Stick Man – Met the learning objective
- VF – Verbal feedback given
- S/T – Supply Teacher

As children progress throughout the school they move on to evaluative self assessment comments written in purple pen against the learning objective / success criteria.

The **minimum** expectation for core subjects / foundation subjects marking are -

Recorded work 1	Recorded work 2	Recorded work 3	Recorded work 4	Recorded work 5
Verbal feedback	Written feedback with next step marking and child's response in purple pen	Self / peer assessment in purple pen	Self / peer assessment in purple pen	Work acknowledged and highlighted using stamps

*This can be carried out in any order throughout the week

English: When marking, the teacher will correct no more than 5 spellings mistakes. The key spellings will be corrected next to the word or in the margin, depending on age and ability. Children will be encouraged to check punctuation errors (Teachers may put in a specific comment in the margin. Children will be asked to practise key spellings)

Stamp codes

- Verbal feedback given
- Learning objective achieved
- Working towards the learning objective

MARKING SYMBOLS (these will be written in the margin)

_____ - spelling

cp - punctuation

gr – grammar

Λ - omitted word

// - new paragraph

Policy reviewed July 2023

This policy has been reviewed and amended in line with the current marking system and assessment arrangements at Holy Cross.

Appendix (iii) Step Descriptors for Teacher Assessments

Teacher Assessments are given to pupils based on a range of evidence including formal tests, unaided writing, work in a range of curriculum subjects and teachers' professional judgement. Key Performance Indicators and Standards for each year group, derived from the National Curriculum 2014, should be used when making judgements about the performance of pupils during, and at the end of the academic year. The majority of pupils should be working within their own year group; where pupils are working above or below age related expectations, other year group age related expectations should be used.

All assessment will be given in the form of a number related to the age related expectations for the year group, e.g. a pupil working within the expectations of the Year 4 curriculum will be assessed as 'Y4', and a letter, which describes the level of 'secureness' within the year group expectations (see below). The expectation is that the 'age appropriate' pupil, will be described as 'Year group S' at the end of the academic year, e.g. a year 5 pupil working at age appropriate expectations will finish Year 5 at 'Y5S'. Where a pupil is working above their age related expectations, they will be assessed at the appropriate year group with the appropriate letter to depict where they are achieving within that year group. If pupils are definitely working within standards of lower year groups, they will be assessed at the appropriate year group **'Describing 'Secureness'**

'Year Group B: Pupils demonstrate skills in SOME of the aspects in the Key Performance Standards and apply them in other subjects when prompted.

'Year Group W: Pupils demonstrate skills in AT LEAST HALF of the aspects in the Key Performance Standards and apply them in SOME other subjects.

'Year Group S: Pupils demonstrate MASTERY* in MOST of the aspects in the Key Performance Standards and apply them INDEPENDENTLY in other subjects.

In-Year Age Related Expectations

Minimum progress for the age related pupil, across the year is as follows:

End of Autumn Term: Year Group B+

End of Spring Term: Year Group W/W+

End of Summer Term: Year Group S/S+