



## **St. Ethelbert's RCP Assessment Policy**

*Love, Care, Share...*

*Love learning as friends;*

*Care for our community as neighbours;*

*Share our faith in Jesus as disciples.*

### **Purpose**

The purpose of this policy is to support school improvement and to promote the raising of standards of achievement and attainment for all our pupils. It sets out the rationale and practical application of assessment at St. Ethelbert's RCP.

### **Why do we assess?**

Teachers assess so that they can:

- identify what children know, understand and can apply to their work
- plan learning opportunities that reflect the needs of all children
- identify children who are falling behind and therefore plan support to address their needs
- identify children exceeding their age related expectations and therefore plan work to extend them further
- provide parents with information about their child's learning
- provide useful data for analysis, whole school planning and accountability

### **Assessment at St. Ethelbert's**

In all aspects of assessment, the vast majority of children are taught and assessed against the key skills, knowledge and understanding, appropriate for their age, as set out in the Primary National Curriculum 2014.

The vast majority of our assessment is formative; on-going assessment that involves teachers giving feedback to children about what they have achieved and the areas they need to improve on. This kind of marking and feedback is carried out in line with the Marking and Feedback policy. (Appendix 1) This element of assessment is perhaps the most crucial in enabling progress to take place.

Pupil progress meetings between class teachers and members of the Senior Leadership Team take place at the end of each term.

These meetings establish how the children are performing in relation to their age related expectations and identify ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT are then able to discuss with the teachers how these children might be supported to ensure that actions are taken to accelerate the children's progress. Likewise,

children that are exceeding age related expectations are discussed and additional challenges put in place as appropriate.

Summative decisions are made about children's achievement at the end of each term and annually. These decisions are based upon the children's work over time, but also upon summative assessments such as tests.

The school uses a range of summative tools as detailed in the Assessment Overview (Appendix 2). Designated assessment weeks take place each half term to ensure that pupil progress is tracked closely and interventions put in place where necessary.

Moderation of work is completed across year groups and also with other schools (cluster 5 & BOSCEP) to help ensure that assessment decisions are objective and accurate.

Pupils' attainment is recorded on SIMs marksheets at the end of each term. (See Appendix 3)

### **Children working outside of their Age Related Expectations**

Some children may be significantly below their age related expectations because of their Special Educational Needs. Pupils have a Pupil Passport which details specific targets for them to work towards. Any assessment of their progress takes into account achievement against their Pupil Passport targets.

### **Communicating with Parents about Learning and Assessment**

Parents of pupils in Y1-6 are invited to attend Parents' Evening at the end of the Autumn and Spring terms, where they have the opportunity to discuss their children's achievement in all curriculum areas. In addition, focus pupils and their parents have additional meetings with class teachers to discuss progress and strategies to support learning at home. In Y1-6, these pupils are usually in receipt of PPG, though not exclusively.

In Nursery and Reception, different pupils are 'focus children' each week. During their allocated weeks, parents are able to meet with staff to discuss their children's learning and next steps.

In the Summer term, all parents receive a detailed written report, which indicates how securely children are working at age related expectations.

### **The Role of Governors**

Governors have a crucial role in ensuring the school has accurate assessment information and holding senior leaders to account for achievement. Therefore, at St. Ethelbert's, the Raising Achievement Group (RAG), made up of at least two governors, our SIP and the SLT meets at the end of each term to discuss data for each year group in reading, writing and maths, as well as the performance of vulnerable groups. In turn, the RAG governors will report back to the full governing board at their termly meeting. As a result, governors have a secure understanding of how groups of children are performing and the progress they are making.

The policy will be reviewed annually.

**Reviewed September 2020**



## Appendix 1

### St. Ethelbert's RCP Feedback & Marking Policy

*Love, Care, Share...*

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The Feedback and Marking policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning so that the whole child is developed and successes are celebrated in line with our Catholic ethos and Mission Statement.

#### **We aim to promote learning and raise standards by:**

- Sharing learning goals with pupils
- Helping pupils to know and to recognise the standards they are aiming for
- Involving pupils in self-assessment and peer assessment
- Providing feedback which leads to pupils recognising their next steps and how to take them

Whilst recognising the crucial role that marking and feedback have in driving forward pupil progress and raising standards, the school is also committed to managing staff workload and has reviewed this policy in light of guidance from the DfE and the Ofsted Inspection Framework.

#### **The following expectations are to be followed from Y1-Y6:**

##### **Written Work**

##### **(i) Steps of Success (SoS)**

- Steps of Success (SoS), including the WALT, are printed onto a small sticker and placed in each child's book prior to the lesson
- Each of the success criteria are listed as bullet points to be used as prompts for learning, promoting independence and good achievement. These are discussed with the children prior to them beginning their work
- For older children, spare bullet points can be added so that children can insert their own personal targets based on outcomes from the last piece of work, or their own longer term curricular targets. This is one way of differentiating tasks

## (ii) Types of marking and feedback

### Verbal feedback:

- this type of feedback may be given frequently during lessons, as teachers identify misconceptions or difficulties as they monitor progress; where a number of children share the same issue, then this might result in a re-teach within the lesson or inform an intervention at a later date
- Alternatively, such feedback may result in children moving on to a greater challenge, where it is evident that they are secure within a concept (e.g. in grammar)
- Where verbal feedback is given at the point of learning, the code 'VF' is annotated next to the section of work where this has occurred

### Detailed marking:

- Class books are divided into three groups (A, B and C), with each group containing books from a range of abilities
- After each lesson, one group's books are marked in detail (see below); the rest are monitored by the class teacher and marked with a tick to indicate that the children's work has been seen. In Y6, two groups will have their work marked in detail
- Teachers must ensure that **all** children have their books marked in depth at some point during the week or over a sequence of lessons in the case of topic work
- In writing, **all** 'hot tasks' must be marked in detail; some marking may take the form of 1:1 conferencing
- When marking, where there is evidence of SoS within the piece of written work, this should be highlighted in pink, both on the sticker and in the work itself
- Where a criterion hasn't been met, this must be highlighted in green on the sticker and will be addressed in the next lesson

### Pupils' response to marking:

- Following marking, teachers identify common issues which will inform activities within a designated fix-it time
- Fix-it time should take no longer than ten minutes and will take place at the beginning of the next lesson
- This will take the form of a whole class activity, where teachers highlight common errors / misconceptions/ WAGOLL and then provide a short task for pupils so that they can respond and make necessary improvements
- These must be recorded in workbooks under the title 'Fix-it'
- Responses may be marked by the teacher or additional adults as they circulate and assess during fix-it time or through peer assessment, where appropriate
- Teachers should use their professional judgement with regards to the differentiation of fix-it time; e.g. SEND pupils or the more able might have practice or challenges which better meet their needs
- Fix-it time will be introduced into Y1 in the spring term
- If assessment of fix-its indicates that some children still need further practice or input, then an intervention should be planned

### Maths:

- As in written work, SoS stickers are used

- SoS in maths takes the form of bullet points which give step by step instructions for calculation methods etc. These will provide a useful support tool to promote independent learning
- Unlike in written subjects, **all** maths books must be marked on a daily basis
- Some marking may take place during the lesson at the point of learning, as teachers circulate and check understanding; this might also involve some verbal feedback, which should be acknowledged as outlined above
- If TAs are working with a group or individuals, they should mark the children's work to assess understanding and to provide assessment information to the teacher
- In some lessons, it may be appropriate for the first few calculations to be marked by the children, so that the teacher can make a quick check of understanding and modify teaching plans accordingly; for example, a re-teach or more guided work
- In 'Big Maths' all work will be marked through peer marking, so that staff can quickly assess learning and plan for the next session
- At the end of a piece of maths work, the following codes should indicate whether expectations for the lesson have been met:
  - ∞ Quantity – **V**
  - ∞ Presentation and organisation – **P**
  - ∞ Have the SoS been met? – **SoS**
- Where expectations have been met, a pink line should be drawn through the letters
- If a child needs to work with an adult at the start of the next lesson, this should be indicated by the code 'M'
- As outlined above, designated fix-it time will take place at the beginning of the next lesson; again, this will be informed by findings from marking and will be done as a whole class – teachers are not required to write individual fix-its in books; these may be written on the board or on the working wall
- Fix-its may take the form of:
  - ∞ Corrections
  - ∞ Continued practice
  - ∞ A using and applying task
  - ∞ A challenge activity
  - ∞ Guided intervention
- As outlined above, fix-its may be marked at the point of learning, either by adults or children, whichever is most appropriate

Feedback from teachers will be written in red; children's marking and feedback will be written in purple.

In all subjects, praise is encouraged, particularly where a child has made good or outstanding progress or has tried very hard. Teachers may use stickers or dojos points if they so wish to reward good achievement or independent working.

Reviewed September 2020



## Appendix 2

### Assessment Overview

#### Reading:

Formative	Summative
<ul style="list-style-type: none"> <li>objective-led guided reading sessions, informed by the Lancashire Learning &amp; Progression Steps (LAPS)</li> <li>tracking of progress within book bands</li> </ul>	<ul style="list-style-type: none"> <li>Cracking Comprehension</li> <li>Rising Stars (each half term)</li> <li>Nelson (Summer term – Y1, 3, 4, 5)</li> <li>Past SATs papers (Y2, Y6)</li> <li>Salford Reading Test (SEND)</li> <li>IDL (SEND intervention)</li> </ul>

#### Writing:

Formative	Summative
<ul style="list-style-type: none"> <li>Initial assessment of 'cold task' at the beginning of a unit of work</li> <li>Progress against 'Steps of Success' (SoS) during the teaching sequence</li> </ul>	<ul style="list-style-type: none"> <li>Assessment against exemplification frameworks following independent 'hot task' at the end of a unit of work</li> <li>Weekly spelling tests</li> <li>Grammar assessments (half termly)</li> <li>Use of past SATs papers (Y2/ Y6)</li> </ul>

#### Maths:

Formative	Summative
<ul style="list-style-type: none"> <li>Ongoing assessment against year group objectives through marking, observation, discussions with pupils</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars (each half term)</li> <li>NFER (Summer term – Y1, 3, 4, 5)</li> <li>Weekly arithmetic tests</li> <li>Weekly Big Maths assessments</li> <li>Ongoing times tables assessments</li> <li>Use of past SATs papers (Y2/ Y6)</li> </ul>

#### Other subjects:

<b>Religious Education</b>	Formal assessment of pupil's work, based on a three year cycle, is carried out <b>once per term</b> for <b>one</b> of the three topics covered in the ' <i>Come and See</i> ' scheme; the focussed tasks are used for formal assessment; overall attainment is judged
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	through assessment of work over time, using the 'driver words' of: <ul style="list-style-type: none"><li>• Recognise</li><li>• Describe</li><li>• Give reasons</li><li>• Show understanding</li><li>• Make links</li></ul>
<b>Foundation Subjects:</b>	Teachers gather evidence through observations, examples of children's work and discussions with pupils.



## Appendix 2

### Tracking Achievement

Following assessments, pupils' progress towards end of year expectations are recorded on SIMs marksheets at the end of each term.

Pupils are judged to be:

- **WORKING BELOW** age-related expectations (**B**)
- **WORKING TOWARDS** age-related expectations (**W**)
- **WORKING AT** age-related expectations (**A**)
- **WORKING ABOVE** age-related expectations (**M**)

Year group expectations are sub-divided into further categories:

B	Unable to access the curriculum for the appropriate year group - SEND
W1	Evidence of a <b>few</b> aspects of the taught year group expectations- less than 50% (may be occasional but not yet frequent)
W2	Secure in <b>many</b> aspects of the taught year group expectations – 50-60% but can't always apply independently
W3	Secure in <b>most but not all</b> aspects of the taught year group expectations – up to 80 %
A1	Has achieved <b>all</b> taught year group objectives but can't always apply independently
A2	Secure in <b>all</b> aspects of the taught year group expectations; able to apply in different contexts
A3	Secure in <b>all</b> aspects of the taught year group expectations; consistent application in different contexts; working at a rapid rate with increasing confidence
M1	Working at greater depth in some aspects
M2	Working at greater depth – confident in applying learning
M3	Working at greater depth – exceptionally confident; able to apply in a variety of contexts

Aut 11 Number of Children / Year 6 Half Term	Aut 11 Summary / Year 6 Autumn Term	Aut 12 Number of Children / Year 6 Term	Aut 12 Summary / Year 6 Autumn Term	Jan 12 Progress / Year 6 Autumn Term	Apr 12 Number of Children / Year 6 Half Term	Apr 12 Summary / Year 6 Spring Term	Apr 2 Number of Children / Year 6 Term	Apr 2 Summary / Year 6 Spring Term	Apr 2 Progress / Year 6 Spring 1	Sum 1 Number of Children / Year Summer Half Term	Sum 1 Summary / Year 6 Summer Term	Sum 2 Number of Children / Year Summer Term	Sum 2 Summary / Year 6 Summer Term	Sum 2 Progress / Year 6 Summer
W3		A1						M1						
W3		W3						A2						A3
W2		W2						A1						A1
W1		W1						W1						W2
W2		W2						A3						M1
W3		A3						M1						W2
W3		W3						A2						M1
W1		W1						W3						A1
W3		W3						A3						M1
W2		W2						A2						A2
W2		W2						A2						A3
W3		A1						M1						W2
W3		A1						M1						W2
W3		A1						M1						W2
W1		W2						A1						A2
B		W1						W2						W3
B		W1						W2						W3
W1		W3						A2						A3
W2		W2						W3						W3
W3		W3						A2						A2
W2		W2						A1						A2
W3		W3						A3						M1
W3		W3						A2						A3
W2		W2						A1						A2
B		W1						W1						W2
W2		W2						A1						A2
W2		W2						A1						A2
W3		W3						A3						M1
B		B						W2						W3