



Saint Norbert's Catholic Primary Voluntary Academy

Assessment Policy

(2022)

ASSESSMENT POLICY

“To Live, Love and Learn in the Footprints of Jesus.”

UN Convention on the Rights of the Child

As a Rights Respecting School, we aim to ensure, in particular, that:

- children enjoy the right to be educated
- children have the right to be treated fairly
- children have the right to be heard

Introduction

This policy aims to explain the purpose and nature of assessment in the curriculum at St Norbert's Catholic Primary Voluntary Academy, and the procedures agreed in order to ensure that useful formative and summative assessment takes place. Assessment is an integral part of the teaching and learning process. The policy should be read and used in conjunction with our curriculum planning policy and subject policies.

This information is for all staff and governors; it will be reviewed by the Assessment Co-ordinator as updated guidance and information is published by St Thérèse of Lisieux CMAT, the Department for Education, the local authority and/or any other relevant professional organisations. It will also be reviewed through the ongoing process of school self-evaluation linked to the most recent Ofsted Framework for Inspection.

Principles and Purposes

We assess so that:

- Teachers can assess what children know, understand and can apply to their work
- Teachers can plan learning opportunities that reflect the needs of all children
- We can identify children who are falling behind and therefore plan support to address their needs - which might include establishing a Graduated Approach Plan (GAP)
- We can identify children exceeding their age-related expectations and therefore plan work to challenge them further
- We can provide parents with information about their child's learning
- We can provide useful data for analysis, whole-school planning and accountability

Target-setting at the start of the year

Pupils' individual targets are established at the start of the school year using prior attainment data (RE, Reading, Writing and Maths). These targets are recorded in O-Track.

How does our assessment and tracking system work?

Early Years

Pupils in Nursery and Reception are assessed using the Teacher's professional judgement and knowledge; this is supported by the **Development Matters** framework. These assessments are planned and incidental. Particularly notable evidence relating to a pupil's development is recorded using Tapestry. Children also have exercise books and 'Learning Journeys' which demonstrate the skills they are acquiring.

After their first two weeks in school, Nursery children complete a series of **baseline** activities to inform a summary baseline assessment. This baseline assessment is conducted with any pupil joining the setting within the year. Reception children complete the Reception Baseline within the first six weeks of the term.

By the **end of Reception**, children are assessed against **Early Learning Goals** and are judged to be either '**Emerging**' or '**Expected**' in each area. These judgements are also recorded using our school assessment tracking system – O-Track.

In RE, children are assessed against the Nottingham Diocesan End-of-Year Expectations. RE assessments in Nursery are carried out termly using the Nottingham Diocesan Assessment Baseline. Children in Reception are assessed half-termly using the Diocesan assessment tasks.

Frequency of judgements (point-in-time):

RE - **half-termly**

Note: summative Religious Education assessments should be forwarded directly to the RE Subject Leader to facilitate subject-specific moderation. Point-in-time predictions/assessments should be recorded in O-Track.

All areas of learning - **end of Advent term; end of Lent term; end of Pentecost term**

Note: 'End-of-Year' assessments should therefore be identical to those recorded at the end of Pentecost 2.

Point-in-time Assessment

Point-in-time assessments (Nursery and Reception) are recorded within the O-Track system using the following criteria:

NO = Pupil is not on track to achieve age-related expectations at the end of the year
OT = Pupil is on track to achieve age-related expectations at the end of the year

Key Stages 1 and 2

Children from **Year 1 to Year 6** are assessed against the **National Curriculum Programmes of Study or the Nottingham Diocesan End-of-Year Expectations (RE)**. Our school assessment tracking system – O-Track – is pre-populated with **Focus Education Key Assessment Criteria**, used to track the progression of skills in each year group.

Frequency of judgements (point-in-time):

RE - **half-termly**

Note: summative Religious Education assessments should be forwarded directly to the RE Subject Leader to facilitate subject-specific moderation. Point-in-time predictions/assessments should be recorded in O-Track.

Reading, Writing, Mathematics - **end of Advent term; end of Lent term; end of Pentecost term**

All other subjects - **end of Advent term; end of Lent term; end of Pentecost term**

Note: 'End-of-Year' assessments should therefore be identical to those recorded at the end of Pentecost 2.

Point-in-time Assessment

Point-in-time assessments are recorded within the O-Track system (Years 1-6), using the following criteria:

- B** = Pupil is expected to be remain below their year group Programme Of Study at the end of the year
- WT** = Pupil is expected to be working towards ARE at the end of the year
- EXP** = Pupil is expected to achieve age-related expectations (ARE) at the end of the year
- GD** = Pupil is expected to achieve greater depth (GDS) at the end of the year

Pupil Progress Meetings

Pupil Progress Meetings provide staff with the opportunity to justify predicted summative outcomes and provide the evidence to support their findings. These focus particularly on outcomes and standards in Religious Education, Reading, Writing and Mathematics. Please see 'Appendix 2' for the questions to be explored.

The Role of the Assessment Co-ordinator

The Co-ordinator is responsible for the following:

- Updating the Assessment Policy;
- Planning and organising meetings where all stakeholders can explore the development and implementation of the Assessment Policy;
- Monitoring assessment through looking at teachers' planning, records, marking and samples of children's work;
- Organising meetings to agree criteria for giving feedback and to moderate work;
- Liaising with subject leaders;
- Liaising with colleagues in other Key Stages to ensure continuity and consistency;
- Ensuring that statutory requirements are met, including the administration of Key Stage assessments;

- Maintaining a resource of materials to support assessment and keeping up-to-date with local and national developments relating to assessment;
- Analysing test outcomes to identify strengths and weaknesses before developing subsequent action plans;
- Updating the Governing body on any developments and/or changes in assessment policy and practice.

Classroom Management

In our school we use a range of assessment strategies to make judgements about the achievement of all children. Short-term planning will indicate the groups who are the assessment focus for the teacher, as well as any other adults, and the strategy to be used.

We make the purpose of learning explicit to pupils by providing a context and by sharing success criteria; we recognise that assessment is integral to teaching and learning.

Staff hold regular meetings to evaluate good practice in terms of assessment and to ensure a consistent approach.

Differentiation, Inclusion and Special Educational Needs

At Saint Norbert's, work is differentiated to meet the needs of all pupils and to ensure an appropriate degree of challenge. Assessment data will be used to inform the potential development of Graduated Approach Plans for some children - please refer to SEND policy for additional information.

Feedback

Please see the Feedback Policy for further information – **Appendix 1**.

Monitoring

Pupil progress meetings between class teachers and the Headteacher happen once each term (half-termly for vulnerable pupils). Teachers prepare for these meetings in advance – please see **Appendix 2**.

These meetings are to establish how the children are performing in relation to their age-related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children who may be at risk of falling behind are also identified; we are then able to discuss how these children might be supported to ensure that we accelerate learning. Likewise, children who are exceeding age-related expectations are discussed and greater challenge is put in place as appropriate.

Teachers are also expected to evaluate the performance of each cohort relative to Fischer Family Trust (FFT) estimates.

The Role of the Governors

Governors have a crucial role in ensuring the school delivers accurate assessment information for all children. Although Governors will not know individual children's results, it is essential that they are aware of how groups of children are performing and the progress they are making. The school reports to governors termly; they are provided with thorough and accurate reports and analysis of the performance of children against national expectations, particularly by the end of each Key Stage.

Governors provide challenge for the school and meet regularly with subject leaders to monitor and evaluate performance and progress.

Reporting to parents

Written reports are issued at the end of the summer term; comments relate to what the child has learned, particularly. Teachers write without using jargon, informing parents of progress made, strengths and any areas of concern (which may be expressed as a target). Reports will tell parents how their children are performing in relation to national expected standards.

Parents are also invited to discuss any aspect of their child's education with class teachers when they consider this necessary. Parent consultation meetings take place six times per year. During these meetings, relevant assessment materials will be available and discussed. Children are encouraged to attend.

Review

The policy will be updated by the Assessment Co-ordinator as legislation and guidance changes and in line with the school's ongoing self-review.

Policy reviewed: January 2022

Appendix 1



Saint Norbert's Catholic Primary Voluntary Academy

Feedback Policy

(2022)

FEEDBACK POLICY

“To Live, Love and Learn in the Footprints of Jesus.”

UN Convention on the Rights of the Child

As a Rights Respecting School, we aim to ensure, in particular, that:

- children enjoy the right to be educated
- children have the right to be treated fairly
- children have the right to be heard

Principles

Marking and feedback should:

- Inform future planning and individual target setting.
- Relate to learning objectives, which need to be shared with children.
- Give clear strategies for improvement.
- Encourage and teach children to self-correct and make improvements wherever possible.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for effort and achievement.
- Be manageable for teachers.
- Involve all adults working with children in the classroom.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities.
- Respond to individual learning needs.
- Be accessible to children.
- Use consistent codes throughout the school.

Strategies

Summative feedback/marking

This usually consists of ticks and crosses to indicate where objectives have been achieved. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

Formative feedback/marking

Quality marking in Religious Education

Feedback will make use of ‘driver words’ relevant to the age-related expectations of each cohort. These can be found on the sheets glued in to the front of each RE exercise book, which make expectations clear. There are additional ‘Marking Codes’ for use specifically in RE books.

Quality marking in other subjects

Teachers will provide feedback on children’s outcomes in relation to the lesson objective(s); this may be provided orally – within lessons – or via written feedback in the form of stars and wishes.

Spelling, punctuation and grammar are not routinely marked in every piece of written work; children cannot effectively focus on too many things in one space of time and teachers aim to balance technical accuracy with creativity. When work is finished, we encourage children to self-assess and make improvements to their written work where possible.

If the task is open-ended or investigative, feedback will prioritise the learning objective of the task. Formative ‘next steps’ will identify what children need to do to improve further.

To maximise teachers’ efficient use of time, we draw upon a range of marking codes to indicate ‘next steps’ for all children.

Managing Teacher Workload

Teachers are able to make use of methods designed to reduce workload, in response to the Government's Workload Reduction Toolkit (<https://www.gov.uk/guidance/school-workload-reduction-toolkit>). These methods may include the use of 'marking stations', at which children are able to get instant feedback on how successfully they have completed tasks thus far.

Children's response to feedback

Following written or verbal feedback, children will respond using green pen.

Shared / collaborative marking

We use a range of strategies to explore the outcomes of children's work in collaboration with the learners themselves. Teachers are able to demonstrate written work using a visualiser and the class interactive whiteboard, for example. This encourages peer assessment and facilitates shared writing and improvement.

Organisation

- Teachers should plan accordingly so that they create opportunities to provide quality feedback.
- Marking should be clear, concise and age/stage-related; teachers should ensure that children understand marking codes where applied.
- Lessons should make time for children to respond to marking.
- If children are asked to self-assess, teachers will be expected to quality assure this process accordingly.

Measuring impact

Class Teachers will ensure that feedback is acted upon. The Headteacher and Subject Leaders will ensure that this policy is implemented.

Policy updated: January 2022

Marking Codes

Children's work should be marked using black ink; children should correct their work using green pen.

Code	Guidance
sp (<i>lower case</i>)	= Spelling needing correction. Words spelt incorrectly should be written correctly at the end of the piece of work (x3). In RE books this should focus on religious vocabulary.
p (<i>lower case</i>)	= Punctuation needing correction. Children should correct where the mistake has been made
//	= New paragraph required
gr (<i>lower case</i>)	= Grammar needing attention. Children should correct where the mistake has been made
∧	= Missing word(s)
?	= <i>This doesn't make sense</i>
'Merit'	= Excellent work / improvement
✓	= Learning objective achieved
x	= Check mistake
*	= Good effort / good work / something well done
✱	= Improvement 'wish' (in RE books this may focus on a clerical improvement or next step)
gp (<i>lower case</i>)	= Guided Practice (children have worked with the teacher)
vf (<i>lower case</i>)	= Verbal feedback given by the teacher (the child should summarise the feedback given using green pen)



= RE books: a question or prompt designed to focus on 'living out' faith (this may take the form of the 'Following the Footprints' stamp)



= RE books: a question or prompt designed to focus on deepening understanding

RE work in lower KS2 may be highlighted where children are demonstrating:

Recognise

Retell, describe and give examples

Make links, develop religious vocabulary, give reasons

Show a deeper understanding, use religious terms

Appendix 2



St. Norbert's Catholic Primary Voluntary Academy Pupil Progress Meetings

Please respond to each of the following questions; this should facilitate a professional dialogue during your forthcoming Pupil Progress Meeting.

1. What percentage of children do you predict will meet age-related expectations (ARE+) by the end of the year (KS1 and KS2) / 'achieve a Good Level of Development' (EY)? *(Use O-Track in-year attainment overview, with termly targets, to complete)*

End-of-year ARE+ predictions				
Subject	Y1 FFT 50/20/5	Year x (x? children)	Y2 FFT 50/20/5	Year x (x? children)
Reading	a%/b%/c%	x%	a%/b%/c%	x%
Who isn't predicted to achieve this standard?				
Writing	a%/b%/c%	x%	a%/b%/c%	x%
Who isn't predicted to achieve this standard?				
Maths	a%/b%/c%	x%	a%/b%/c%	x%
Who isn't predicted to achieve this standard?				
RWM combined	a%/b%/c%	x%	a%/b%/c%	x%
Religious Education	(EXS+) x% ($\frac{?}{?}$)		(EXS+) x% ($\frac{?}{?}$)	

2. What evidence do you have to support this judgement?
3. Who is at risk of failing to achieve ARE? *(Should refer to all subjects, including Foundation Subjects)*
4. What evidence do you have to support this judgement?
5. What is being done to support this child / these children?

6. Which children are likely to achieve 'Greater Depth' – GDS – (KS1 and KS2) / exceed expectations (EY) by the end of the year?

End-of-year GDS predictions				
Subject	Y1 FFT 50/20/5	Year x (x? children)	Y2 FFT 50/20/5	Year x (x? children)
Reading	a%/b%/c%	x%	a%/b%/c%	x%
Who is predicted to achieve this standard?				
Writing	a%/b%/c%	x%	a%/b%/c%	x%
Who is predicted to achieve this standard?				
Maths	a%/b%/c%	x%	a%/b%/c%	x%
Who is predicted to achieve this standard?				
RWM combined	a%/b%/c%	x%	a%/b%/c%	x%
Religious Education	(EXC)	$x\% \left(\frac{?}{?}\right)$	(EXC)	$x\% \left(\frac{?}{?}\right)$

7. What evidence do you have to support this judgement?

8. Which children are making progress? (i.e. on-track to meet individual targets based on starting point)

End-of-year % on-track to make or exceed expected progress				
Subject	Year 1 (x? children)		Year 2 (x? children)	
	Making/exceeding progress	Exceeding progress	Making/exceeding progress	Exceeding progress
Reading	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
Writing	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
Maths	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
RWM combined	x%	x%	x%	x%

9. How are children eligible for Pupil Premium performing in comparison to their peers? How do you know?

End-of-year % on-track to make or exceed expected progress				
Subject	Year 1 (x? children)		Year 2 (x? children)	
	PP Making/exceeding progress	Non-PP Making/exceeding progress	PP Making/exceeding progress	Non-PP Making/exceeding progress
Reading	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
Writing	x%	x%	x%	x%
Who isn't predicted to make expected progress?				

Maths	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
RWM combined	x%	x%	x%	x%

10. How are boys performing in relation to girls? How do you know?

End-of-year % on-track to make or exceed expected progress				
Subject	Year 1 (x? children)		Year 2 (x? children)	
	Boys	Girls	Boys	Girls
Reading	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
Writing	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
Maths	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
RWM combined	x%	x%	x%	x%

11. How are children with SEND performing in comparison to their peers? How do you know?

End-of-year % on-track to make or exceed expected progress				
Subject	Year 1 (x? children)		Year 2 (x? children)	
	SEND	Non-SEND	SEND	Non-SEND
Reading	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
Writing	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
Maths	x%	x%	x%	x%
Who isn't predicted to make expected progress?				
RWM combined	x%	x%	x%	x%

12. How do you know that your assessments are accurate?