

Assessment Policy



Abbey Catholic Primary School
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The Abbey Catholic Primary School Assessment Policy

At the heart of assessment is ensuring that the feedback given to pupils [and parents] contributes to improved learning and is focused on specific and tangible objectives. This will be driven by linking assessment outcomes to improving the quality of teaching.

(Final report of the Commission on Assessment without Levels, Crown copyright, 2015)

Assessment at The Abbey

- **Formative assessment:** any activity which assesses progress throughout the term and informs teaching and learning to help pupils achieve. Examples of these opportunities include: verbal feedback, learning conversations, self and peer assessment, written feedback, cold and hot writes and use of examination materials which are analysed to inform planning.
- **Summative assessment:** activities which assesses final achievement at the end of the year. In Reception, the Early Years Foundation Stage Profile will be completed for each pupil.

In Key Stage 1, children will complete a phonics screening check in Year 1 and, at the end of Year 2, children will undergo teacher assessments in Reading, Writing and Mathematics. Reading and Mathematics assessments will be informed by externally-set, internally marked tests. In addition, there is an option to complete externally-set tests in English spelling, punctuation and grammar (SPaG).

At the end of Key Stage 2, formal externally-marked tests for Mathematics, English reading and English spelling, punctuation and grammar (SPaG) will be taken on dates specified by the DfE. Teacher assessment judgements are made in English writing and science.

In Years 1, 3, 4 and 5, final assessment outcomes will be based on the performance of the children against **key** objectives. These key objectives in English reading and writing and mathematics, have been selected by subject leaders who have tracked skills throughout the years to allow fundamentals to be built on and key skills to be acquired. The progress and attainment of all children at the Abbey is recorded and monitored using the Abbey SPTO tracker. Attainment in the **key** objectives is recorded on the tracker; this calculates both attainment and progress in months. Expected progress is 12 months in an academic year.

For the children who cognition and learning is a key difficulty, progress will be tracked on an Individual Teaching Plan (ITP) or Group Teaching plan (GTP). The expected progress for children tracked in this way is **2 bands progress** per academic year. Children not achieving this will be referred to an outside agency.

The key objectives

Objectives in English reading and writing and in mathematics selected from the National Curriculum objectives. These objectives are to be prioritised and inform planning, teaching and learning for the Autumn and Spring terms. This does not mean that a narrower curriculum is delivered. It means that the **fundamentals and pre-requisite skills for success year on year are prioritised**. Non-key objectives will be taught when the key objectives have been addressed; this will be in the Summer term.

Moderation

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark judgements, while ensuring consistent standards and reliable outcomes. Within school, local clusters and external consultants, English writing and mathematics are moderated during the year. This collaborative process supports the quality of judgements and offers an opportunity for professional conversation and development

Impact of assessment

What matters, is that assessment is acted upon and impact evaluated to improve learning.

Data accrued is used to:

- identify areas of strength
- identify areas for development
- Identify patterns across Key Stages and groups
- formulate the School Development Plan via individual subject action plans

Assessment data published from the previous year is also perused and strengths/opportunities identified. Data sources include Analyse School Performance

(ASP), the Inspectors Summary Data Report (IDSR) and the Question Level Analysis document which breaks down Reading, SPaG and Mathematics responses by strand.

Assessment in the EYFS

During the school year, staff will track children against the 'Development Matters' age-bands using the Abbey Tracker. Analysis of this will drive interventions, targeted support and next steps for all children within the EYFS setting.

At the end of EYFS school will **make judgements regarding attainment against the 17 Early Learning Goals (ELGs)**. Using the SPTO (School Pupil Tracker Online) progress will be analysed with consideration of the Baseline and the final judgement. Again this year this data will be submitted to the Local Authority.

Throughout the year in conversation with parents, the Head Teacher, phase leader and SENDCo, the EYFS team will work to support all children within the setting. For those who have faced significant difficulties in these areas, whose readiness for Year 1 is a concern, through careful conversation with the aforementioned stakeholders, a decision will be made regarding whether the child moves to Year 1 or remains in the EYFS setting.

R.E., Science and the Abbey Curriculum

- R.E.: Assessed units are identified on the long term R.E. plan (as set out by the diocese). See R.E. policy
- Science: Key objectives are assessed by class teachers each term using the Abbey SPTO tracker (from January 2018)
- Abbey Curriculum: Our broad and balanced curriculum is assessed through progressive Key learning goals for each subject. Children are given opportunities to self-assess and peer-assess against these key skills as they come across them throughout the academic year.