Assessment and Planning Policy
St Thomas Becket Catholic Primary School

Assessment data must be processed in line with the requirements of the GDPR policy

Rationale

Effective assessment is an essential element of good teaching and learning. At St Thomas Becket Catholic Primary School Assessment for Learning is utilised as a tool for raising attainment and securing good progress for all pupils.

High quality feedback to children about their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is based upon a sound knowledge of pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents through formal parent consultations, an annual written report and information about their child's attainment ensures that teachers and parents are working together to allow each child to achieve their full potential.

Detailed analysis of assessment information plays a crucial role both in raising standards and in school self-evaluation, by identifying areas of strength and weakness at an individual, group, class, year group, key stage and whole school level.

Aims and Principles of Assessment

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- assessment is used to inform planning and evaluate the curriculum.
- high-quality, in-depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.

- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including Formative Assessment, In School Summative Assessment and 'Nationally Standardised Summative Assessment.

- The school will have clear intentions and expectations of learning, including the National Curriculum and the EYFS framework .
- There will be a common understanding of standards through the school.

Types of Assessment

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. There are two broad overarching forms of assessment, each with its own purposes – formative and summative.

Formative

Formative Assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development and allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lesson accordingly.

Summative

Summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or unit of work taught over a period of time, providing feedback on how they can continue to improve. Teachers will make use of summative assessments to evaluate both pupil learning at the end of a teaching unit or period and the impact of their own teaching . Summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

In KS1 and KS2 summative teacher assessment for Reading, Writing and Maths is carried out at the end of each term and progress and attainment data is recorded on the Edudata Pupil Tracking System. A variety of summative assessment materials/ tests are used to support teachers to make accurate teacher assessment judgements.

Summative assessments have greater impact when used formatively ie results of summative assessments should be used to inform planning for next steps in learning.

Further details of types of summative materials to be used can be found in the Appendix.

National/Transitional Summative Assessment

Please note national assessments were cancelled in 2020 and 2021 due to Covid 19 – it is anticipated that these will resume in 2022.

At key points through primary school, children are assessed against national expectations. These are:

- From Autumn 2022 Schools must complete the reception baseline assessment for each child in the first six weeks after they enter reception.
- End of EYFS (Early Years Profile)
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- End of KS2 (Year 6 SATs)
- End of Year 4 Multiplication Tables Check

Assessment in Reception classes Observation,

Assessment and Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning needs. All practitioners who work in the Foundation Stage are involved in making observations of the children's new learning.

The planning within the EYFS is based around the children's development needs. These plans are used by the EYFS team as a guide for weekly planning; however they may alter these in response to the needs (achievements and interests) of the children. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs.

The children are assessed in all areas of the curriculum on starting school, during the first half term. Ongoing assessment in the EYFS takes the form of recorded observations (written or photographed) as well as teacher's professional's judgement.

These observations are used to inform the end of Foundation Stage assessment against the Early Learning Goals .

Assessment without Levels English and Mathematics

(These will need to be reviewed annually in light of on going changes to National Assessment in light of COVID 19)

Year group Performance Indicators for Reading, Writing and Maths have been drawn up which reflect assessment criteria based on the programmes of study in the new National Curriculum .

These are used to assess the extent to which a child is achieving in line with the expectations for his/her year group (Years 1,3,4,and 5) by the end of the year.
The DFE has produced frameworks for teacher assessment for which are used with Year 2 (reading , writing and maths) and 6 (writing).

The assessment criteria will be used to identify what a child can do well, what they are beginning to understand and what they have not yet mastered.
They are also intended to support teachers in planning appropriately for a child/groups of children based on what they can already do, what they need to do next to make progress and to identify any gaps in their learning.
In addition, the criteria can be used to determine achievement, the extent to which they are meeting or exceeding national expectations and the progress they are making.

In order for children to be judged as working at the expected level we use a 'Best Fit' model..
Children should demonstrate achievement of the majority of descriptors, by the end of the year.
Teachers will keep track of pupils' progress towards these descriptors during the course of the year. This does not apply in Y2 (reading, writing, maths) and 6 (writing) who should use the Assessment Frameworks provided by STA and follow the accompanying guidance .

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/940854/2021_KS2_teacher_assessment_guidance_V1.0.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/940946/2021_KS1_ARA_V1.1.pdf

SEND assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. The SENCO will liaise with all concerned to ensure assessment information on individual children with special educational needs is used to support teaching and learning.

Marking/Feedback

Marking and feedback is integral to the formative assessment of individual children's progress and achievements and should inform next steps in learning and the setting of targets. It enables teachers to identify and share with children what they need to do in order to improve their performance.

Refer to the Marking and Feedback Policy for further detail

Moderation

Regular moderation of assessment judgements takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum level descriptors or Early Years Foundation Stage Profile (EYFSP).
Subject leaders and senior leaders carry out further moderation of end of term assessments as required.
Inter school moderation takes place across the Croydon Catholic Schools' Umbrella trust and Local Schools Cluster.
Reception, Year 2 and Year 6 take part in moderation organised by the LA in preparation for end of year formal assessments.

Planning

Effective planning underpins effective teaching, playing an important role in shaping pupils' understanding and progression.

There is a key distinction between the lesson plan and lesson planning. Lesson planning is a thinking process, at the heart of teaching and learning. It is important that written lesson plans do not merely function as proxy evidence for an accountability 'paper trail' but reflect the process of effective planning for pupil progress and attainment.

Teachers within a year group should engage in **collaborative planning** to develop their skills and knowledge, to share their expertise, and to benefit from the expertise of their peers. Although the task of producing written plans may be shared across the year group to make better use of planning time, in order to have the experience of planning for all subject areas, **all teachers in the year group should have the experience of planning for all areas of the curriculum** during the course of the year .

Planning is underpinned by previous and ongoing assessments of the children. Assessments allow teachers to plan work for classes, groups and individual children enabling their next steps of learning to be catered for.

In order to make the most efficient use of planning time, subject leaders will develop well resourced schemes of work (which may involve high quality text books and published resources) which can be referenced in written plans in order to avoid unnecessary and time consuming duplication of information.

When planning teachers should bear in mind that:

- learning should be clear and focussed sharply on next steps in learning and that assessment of a child's previous learning should inform the planning for new learning.
- the range of needs and abilities within the class should be recognised.
- consideration should be given to a range of recognised teaching techniques and approaches which reflect pupils' different learning styles (direct teaching, modelling etc).

Organisation of planning

Long Term Planning (curriculum map)

This indicates the broad curricular areas covered during the year. Teachers plan which areas they will cover in each half term. Subjects/areas of learning are linked where appropriate to effectively use time and maximise learning opportunities. However, where a link is not beneficial, a subject is taught discretely.

Medium term

A half termly overview will be drawn up, indicating weekly coverage for each subject area to be taught.

A medium term plan will be drawn up for computing each half term using the Computing Curriculum Overview for the year.

A medium term plan will be drawn up for RE, using the Come and See programme .

English and Mathematics coverage should be taken from the relevant yearly overview.

Teachers use the planning for drivers and enhancers from the Learning Challenge curriculum documentation for the other curriculum areas. They should ensure that all the national curriculum objectives are covered when planning and these should be carefully mapped out across the topic .

Weekly planning

This should be based on assessment information gathered from previous learning and should be reviewed daily in light of day to day assessment information.

English and maths should be planned using the weekly planning formats developed by subject leaders.

Medium term RE and Computing planning should be used (amended as necessary in light of previous lessons).

There is a combined weekly planning format for all other subjects which indicates learning objectives, shared teaching and learning and independent learning – include differentiation.

All teachers within the year group should contribute to weekly planning and be aware of what is to be covered during the course of the week.

All planning should be saved in the appropriate folder on the staff shared area and be available for senior leaders/ subject leaders to view as required .

Reporting to parents

Teachers will discuss children's attainment and progress towards year group expectations at parents' evenings.

Teachers will report to parents in end of year written reports using the following language:

Progress:

Better than expected, expected and less than expected

Attainment:

Greater depth –Pupils working beyond the standard expected for their year group, showing greater depth of understanding.

Expected –Pupils who are working at the expected standard for their year group

Working towards – Pupils who are working below the standard expected for their age group.

Roles and Responsibilities

The Governing Body monitors whole school attainment and progress data.

The Headteacher and Senior leaders are responsible for ensuring that staff are sufficiently trained, subject leaders are monitoring quality and accuracy and teaching staff are held to account for pupil attainment and progress through the monitoring of assessment data and performance management targets.

The Assessment leader is responsible for ensuring that staff receive up to date information/ development and support relating to assessment and that assessments are carried out accurately and to deadlines and that the whole school tracking system is up to date. The assessment leader will review the assessment policy annually and make any changes /amendments necessary.

Subject leaders are responsible for using pupil progress data analysis effectively to monitor the performance individuals, groups and cohorts and for ensuring that teachers are given appropriate subject specific assessment support and for organising assessment/moderation events relating to their subject.

Teachers are responsible for ensuring that they are familiar with standards for their subjects and carrying out regular, accurate assessment of pupils, providing high-quality feedback and using assessment information to inform planning

Support staff support children with their learning as directed by class teachers and provide feedback on children's learning

Parents/Carers support children with home learning

Data protection principles

Anyone processing Personal Data must comply with the enforceable principles of good practice. These provide that Personal Data must be:

- processed lawfully, fairly and in a transparent manner in relation to individuals;
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
- adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
- accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that Personal Data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay;
- kept in a form which permits identification of Data Subjects for no longer than is necessary for the purposes for which the Personal Data are processed; Personal Data may be stored for longer periods insofar as the Personal Data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and

- Processed in a manner that ensures appropriate security of the Personal Data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

Appendix

Types of assessment:

Day to day	Effective practice might include
Sharing learning objectives with pupils	Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand. Use these objectives as the basis for questioning and feedback during the lesson. Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of planning.
Helping pupils to know and recognise the standards they are aiming for	Show pupils' work which has met criteria, with explanations of why. Give pupils clear success criteria then relate it to the learning objectives. Model what it should look like. For example, exemplify good writing on the board Ensure that there are clear, shared expectations about the presentation of work. Provide displays of pupils' work which shows work-in-progress as well as finished product.
Involving pupils in peer- and self-assessment	Give pupils clear opportunities to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus. Encourage pupils to work/discuss together, focusing on how to improve. Ask pupils to explain the steps in their thinking. 'How did you get that answer?' for example. Give time for pupils to reflect on their learning. Identify with pupils the next steps in learning.
Providing feedback which leads to pupils recognising their next steps and how to take them	Value verbal as well as written feedback. Ensure feedback is constructive as well as positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it. Identify the next steps for individuals and groups as appropriate.
Promoting confidence that every pupil can improve	Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem. Encourage pupils to explain their thinking and reasoning within a secure classroom ethos.
Involving both teacher and pupil in reviewing and reflecting on assessment information	Reflect with pupils on their work Choose appropriate tasks to provide quality assessment information (emphasis on process, not just the correct answer). Provide time for pupils to reflect on what they have learned and understood, and to identify where they still have difficulties. Adjust planning; evaluate effectiveness of task, resources, etc. as a result of assessment.

Termly strategies:

Termly	Effective practice would include
Monitoring of books	Provide time for all staff to review progress, coverage and marking and feedback in books. Middle leaders/phase leaders hold the overview of this task Senior leaders quality assuring the strengths and weaknesses identified by staff following their own reflection During learning walks/lesson observations senior leaders review books and interview pupils about their learning and steps to improve
Moderation across year groups and phases of learning	Staff time for regular moderation of work linked to the National Curriculum (Termly Maths/ Writing/ RE SLT/ English and maths leaders meet with EYFS staff to moderate standards/progress SLT/ English and maths leaders meet with Y2 teachers staff to moderate standards/progress SLT/ English and maths leaders meet with Y6 teachers to moderate standards/progress SLT moderation of assessment information gathered termly Reception teachers take part in cluster moderation meetings. Y2 teachers attend LA moderation sessions. Y6 teachers attend LA writing moderation sessions. Moderation organised within Umbrella Trust.

Formal testing	Use a range of commercially produced materials to undertake a snap shot view of pupil attainment. Year 2 and 6 past SATs papers Year 3-5 NFER tests
Teacher assessment	Y1-6 shaded sheets updated with teacher assessment levels at end of each term. Pupil tracker is updated with these results and progress of individuals/ groups is analysed. Reception assessments are updated at baseline, end of Autumn term, Spring term and summer term.

Pupil progress meetings	Time provided for senior leaders and teachers to review progress of learning To identify groups of pupils making expected and exceeding progress To use data to inform teaching and learning Review the provision for pupils
Parent Evenings	Teachers' meetings with parents/carers to share progress and next steps.
Yearly reports	Reports summarise the achievements for pupils during the year. Pupils write their own comments on their learning and what they need to focus on in the coming year Parents/carers respond to comments

Subject specific guidance

Maths

Teachers must use

Year group Maths Performance Indicators provided by the Maths leader
Year 2 and 6 must use the Interim Assessment frameworks
Weekly Big Maths assessments
*NFER Autumn tests Nov/December and Spring tests March/ April (Year 3-5)
Past SATS papers Y2 and 6

Additional materials to support assessment

Abacus assessment materials (to be used as both teaching and testing materials)
NCETM mastery materials
Croydon assessment materials

English

Teachers must use

Reading and Writing Year group Performance Indicators provided by the English leader
Year 6 must use the Interim Assessment frameworks
Year 2 may use the Interim Assessment frameworks
Y1 Read Write INC assessments (these are used in EYFS once children have started the programme and in other year groups with children who have not yet completed the programme)
*NFER Autumn tests Nov/December and Spring tests March/ April
(Year 3-5) Reading, Writing and GPS
Past SATS papers Y2 and 6

*Results of NFER tests should be used alongside (not instead of) teacher assessment following the model in place for end of Ks 1 assessment. Teachers should make their judgements for each pupil, taking into account the pupil's progress and performance throughout the year. They must base their teacher assessment judgements on a broad range of evidence from across the curriculum for each pupil and use their knowledge of a pupil's work over time, taking into account the pupil's

- written, practical and oral classwork
- results of the tests

The tests should be administered initially using the timing and guidance supplied by NFER apart from the Autumn Year 3 tests which will not be timed. However, it is important that the tests are used formatively to give as full a picture as possible of each child's strengths and next steps so children who have not completed the test in the given time should be given additional time to attempt all questions. Once tests have been completed teachers should go through them with the children so that they can identify areas of strength and areas for development. Results of the tests should be used to inform future teaching at both class and individual level. Access arrangements for some children may be needed in line with arrangements for end of Key Stage SATS.

Science

Science assessment to be completed for each child at the end of each topic. Children will complete a self assessment sheet at the end of the topic.

Computing

Computing assessment to be updated at end of each unit. For each unit, children should have completed a self-assessment sheet relative to their key Stage and this should be stuck in their computing books.

History and Geography

History and geography assessment to be updated at end of each unit.

Music, Art and Dt

Subject assessment sheets to be completed at the end of each unit of work

RE

Children are assessed in RE each term using the Education Commission progress descriptors. Tracking is updated at the end of each term.