



ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Policy Renewal Date: November 2023

Policy Due for Renewal: November 2024

HOW WE WILL ASSESS

1. BASELINES

- Each class will complete a baseline test in the first half of the Autumn term in writing and mathematics - using White Rose assessments from summer term of previous year. This should be used to identify gaps and set the direction for planning. We will take guidance in reading from our end of year Salford reading tests.
- From these baselines and the knowledge shared in transition meetings, each child will be set targets for the current term. These targets will inform parental meetings.

FORMATIVE ASSESSMENTS

- In order to reduce workload, staff will nominate six tracked children instead of the whole class in reading and maths. These children will be typical of the make up of the class (in terms of girl / boy split, Pupil Premium percentages etc). This will be mirrored in foundation subjects. Their books will be analysed and scrutinised by different co-ordinators throughout the year in conjunction with pupil voice.
- At the end of the year a teacher judgement will be formed from teacher assessment in combination with summative assessments (see below).

SUMMATIVE ASSESSMENTS

- Children will undergo a summative assessment twice a year – the end of January and May/June to reduce teacher workload. Pupil progress meetings will follow each assessment period.
- Children will re-do the Salford reading test towards the end of each term, pupil progress will be closely monitored and interventions put in place where necessary.

FORMING A JUDGEMENT

A combination of teacher judgement through formative assessment and the results of test scores will be used to inform overall judgement on where each child is working. One will not take any precedence over the other. At the end of each assessment period, teachers will consider:

- Where they feel the child is now – **completing Progress Trackers (February and June).**
- What their prediction is for the child come the end of the school year (February).

TEACHER REPORTING

After each round of assessment a progress meeting will be held within two weeks. Governors will be invited to attend these meetings and may question teachers on the data that they present.

At these meetings, teachers will present the following:

- Number of children predicted at Expected / Exceeding Level.
- Comparison between boys and girls at Expected / Exceeding Level.
- Comparison between Pupil Premium and non Pupil Premium at Expected / Exceeding Level.
- Predictions for the end of the academic year.
- *Child by child* analysis of children working below these levels and / or not making expected progress (i.e. what are we doing about it?)

Governors and SMT will use these meetings to hold staff to account. The National Average will be used as a broad benchmark figure. Actions from these meetings will form the basis of discussions at the next round of meetings.

ASSESSMENT AND TRACKING OF FOUNDATION SUBJECTS:

Teachers will generally use the same 'Tracked Children' as they do for reading and maths. They will present a judgement at the **end of the year only** to the subject co-ordinator. They will judge whether or not children are able to successfully use and apply most knowledge, skills and language pertaining to the units of work throughout the year in the given subject. They will give precedence to core learning identified in each subject plan. They are asked only to consider whether or not the child is working at age related standards in the subject.

Teachers are encouraged to regularly give time for children to review and reflect upon prior learning so key skills, knowledge and language can be successfully embedded in each unit and children can make links with earlier learning in the subject.

Once these judgements are approved by the subject co-ordinator, teachers will apply marks to the rest of the class using teacher judgement. They will be presented to the subject co-ordinator who will then analyse the data.

TEACHERS WILL PRODUCE:

- Progress sheets
- Test score sheet
- Child by child predictions

MONITORING:

Subject co-ordinators will use management time to monitor judgements of three tracked children. Should there be insufficient evidence then the data in that class will be subject to review.

TRACKING ENGLISH AND MATHS

From Y1 to Y6 we will use Progress Trackers in each year group. Expected progress would be to progress at least two/three sections of the tracker. E.g. if a child begins a school year at Developing – they would be expected to at least make progress to Secure.

SEN children may have a starting point at a year group that is lower than their actual year group.

Note that SEN / EAL children new to the country may not be able to take age appropriate tests. In this case we still need a judgement so that progress can be measured. Therefore, it is acceptable for those children to access tests at an appropriate level and progress can be measured using the SCART document if necessary and summarised on the progress tracker.

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