

The Catholic School of Saint Gregory The Great

Believe and Achieve



ASSESSMENT, RECORDING, REPORTING AND TRACKING (ARRT) POLICY

To be read in conjunction with all other policies.

To be reviewed by April 2023

Mission Statement

Believe and Achieve

“We are a safe and happy school where we all shine as part of God’s family.”

Rationale

Assessment plays an integral part in improving teaching and learning. Our goal at St Gregory’s is to develop confident and independent learners. Assessment is essential in identifying, for all children, specific areas that may need support, as well as areas which require further challenge. We value the importance of dialogue and interactions with children, recognising how important Oracy and metacognition are in assessing what children have learnt. We understand the importance of both summative and formative assessment and that both should inform planning and next steps for children. Assessment for learning (day to day assessment such as marking of work and questioning) provides information for the teacher to plan next steps and support children in identifying their own next steps, as well as taking into account results of summative assessments (statutory assessment tests and end of unit tests). Assessment procedures are ongoing and inclusive.

Aims of the Policy

- To ensure consistency in assessment, recording, reporting and tracking procedures throughout the school
- To reach a common understanding of standards, levels, judgements, moderation and standardisation
- To ensure that all class teachers have a clear understanding of the needs of their pupils, by establishing what learners already know and building on it to ensure progression in the curriculum.
- To ensure that all children are challenged to progress and to give every learner confidence that they can succeed.
- To identify areas and individuals where more focused work and support is needed.
- To use Assessment for Learning in order to motivate children and to take ownership of their next steps in learning.
- To involve children in self-evaluation/assessment and peer assessment to enable them to develop their learning.
- To celebrate the process of learning and the effort put in to enable this to happen.
- To encourage pride in work and to celebrate achievements.

We believe that assessment:

- is vital in facilitating effective teaching and learning.
- is vital in assessing the needs of all children – it ensures all children get the support needed to thrive and make progress in their learning. At times this may mean that some children need a slightly differentiated curriculum to ensure they access learning and can achieve.
- is about making informed judgements about pupil progress and achievements, measured against the Development Matters Curriculum, the National Curriculum and end of Key Stage expectations
- is an on-going process which informs teaching & learning
- is integral to short-term planning and planning of the next lesson / step in learning.
- is most effective when learning objectives are shared and steps to success are created with the children
- should form the basis for reliable evidence, both qualitative and quantitative, for reporting on learners’ progress, attainment and next steps
- should involve the learner in self-assessment and target setting

- should challenge the workload of teachers so that their effort has an impact on learning and pupil wellbeing

Formative v Summative Assessment:

Formative Assessment - Assessment for Learning (AfL)

AfL is embedded across the school. The principles of sharing objectives and co-creating steps to success, quality questioning, use of oracy and discussion, self and peer assessment including the use of the learning pit, feedback (verbal and marking), observation and specific task setting underpin our teaching and learning philosophy. AfL offers opportunity for day to day formative assessment of learning and engages the learners in an on-going learning journey.

- Short term planning has clear learning objectives (including objectives that link to Catholic Social Teaching) and steps to success are given to or devised by the children.
- Staff share learning and teaching goals with pupils
- Children need to be clear about what they are learning (learning objectives/WALT) and what they are expected to be able to do after they have learned it (learning outcomes)
- The learning environment enhances teaching, and supports Assessment for Learning through key vocabulary, questioning, oracy activities and relevant displays. This actively involves the children in their own learning and helps them recognise the standards for which they are aiming
- Teachers adjust their teaching to take account of the understanding their children have shown and give feedback which allows learners to recognise their next steps and how to take them
- Strategies for assessment that are used to effectively extend learning are: targeted questioning, discussion, analysing written work, exploring mistakes and misconceptions, marking and feeding back verbally and in written form, observing and talking with the children
- Teachers use co-created steps to success to provide children with the opportunity to take responsibility for their own learning
- Teachers provide regular and timely oral and written feedback on pupils' learning and marking makes reference to steps to success where appropriate
- Strategies for assessment such as talk partners and peer assessment are important and encourage children to become self-critical and independent
- Teachers use retrieval opportunities to ensure children have remembered what they have been taught.
- Teachers use technology where appropriate (e.g. to provide evidence of learning)

Summative Assessment - Assessment of Learning

Summative assessment is undertaken formally and informally to show how much children have learned during a unit of work, a term, a year or a key stage. This takes place using internal assessments and external statutory and non-statutory assessments. They are used in the following ways:

- Analysis of test outcomes and curricular target results inform the school as to the knowledge and understanding of children.
- Discussions with class teachers are held about the progress of the children in their class. Tracking matrices are used to identify which children are not making expected progress and interventions are then put into place accordingly.
- Monitoring and evaluation systems are in place to review the impact of intervention programmes on children's progress.
- All formal assessments of attainment and progress are moderated within the yeargroup, phase and key stage. To aid transition and ratify judgements, external moderation also takes place for the end of each key stage (FS, KS1 and KS2) and includes moderating with other schools, next/previous key stages (including KS3 and pre-school) and local authority appointed moderators.

Specific Assessments and Tests:

Assessment of Writing

Writing is assessed formatively using Assessment for Learning (AfL) techniques which are incorporated into all lessons. When planning units of writing, objectives are taken from 'Insight' and planned out across units. These objectives have been broken down into; Transcription, Handwriting, Composition and Vocabulary, Grammar and Punctuation. They have been taken from the National Curriculum and personalised to our school to support progression for all. Teachers update 'Insight' regularly to keep track of individual progress and attainment. In order to summatively assess writing, a writing journey is maintained throughout their time at school. A 'Big Write' activity is planned each term by the class teacher. It should cover a range of genres throughout the year. It is to provide children with an exciting stimulus for writing across a range of text types. Previous 'Big Write' days have included a mysterious dinosaur egg appearing in the school playground on which children wrote newspaper reports.

Assessment of Reading

Reading is assessed formatively using Assessment for Learning (AfL) techniques which are incorporated into all lessons. When planning Guided Reading lessons, objectives are taken from 'Insight'. They have been taken from the National Curriculum and personalised to our school to support progression for all. Teachers update 'Insight' regularly to keep track of individual progress and attainment. At the end of each term, Class Teachers complete a Combined Reading Data document which ensures that all data correlates and that anomalies are justified and evidenced. This includes Insight data, most recent Reading Tracker Levels as well as the Phonics Tracker / Screening Check data in EYFS/KS1, NTS reading assessments each term and any mock SATS results in Y2 and Y6.

To ensure children are on the right level of home reading book on the Oxford Reading Tree scheme teachers plan in time to assess children. This happens on an ongoing basis and these judgements are informed by:

- assessment statements linked to the Oxford Reading Tree scheme
- assessment from guided reading lessons
- ongoing formative assessment
- summative assessment tests
- professional dialogue with Teaching Partners, volunteers and all staff

We use this ongoing assessment to help us quickly target children who require extra support and who are at risk of falling behind.

Early reading is assessed at the end of each phonics lesson and teachers annotate plans to show this. Children who require extra support receive immediate intervention. At the end of each term, teachers complete the phonics tracker on insight whereby they assess their children for each Phase covered in Letters and Sounds. Detailed subject leader analysis is completed at the end of each term, highlighting the lowest 20% across EYFS/KS1.

We hold English moderation staff meetings three times a year. These have a specific focus and allow teachers to benchmark judgements, while ensuring consistent standards and reliable outcomes across the school. Moderation is a collaborative process with colleagues across key stages. The English lead carries out a detailed data analysis three times a year looking at parity within and across year groups, key stages and key groups. This data analysis is then shared with staff in order to plan further support and interventions for specific children and to inform planning. Additional moderation meetings are also held twice a year, with Year 2 and Year 6, to focus specifically on the Teacher Assessment Frameworks ensuring they are consistent with Insight judgments.

Spelling

In Key Stage 1, children are taught and assessed against common exception words and words which contain taught spelling pattern. These are taken from our Phonics Scheme of Work/Overview which follows the statutory guidance laid out in The National Curriculum. In Key Stage 2, children are taught and assessed against the spellings from the statutory word-lists for their year group. Teachers monitor children's achievements and use this to identify those that need further support or intervention.

Assessment of Mathematics

Teachers plan for progression throughout the year using the National Curriculum objectives for mathematics. Teaching is split into a daily maths lesson which includes teaching of an explicit small step and then a 'number sense' session. Fluency, Reasoning and Problem solving strategies are woven through each lesson. Assessment for learning (AFL) techniques allow teachers to plan challenging lessons which develop children's knowledge and understanding and address any areas for development including mistakes and misconceptions. Judgements are made about whether children are working at ARE, towards ARE or at greater depth at the end of each lesson against the WALT. Children's achievements in relation to objectives taught are logged onto Insight by class teachers regularly. Teachers use termly assessment and unit quizzes to assess pupils on what they have learnt that term, this then feeds into their assessment and planning of future lessons. We also focus on Key Performance Indicators (KPIs) for each year group and assess these at 3 points in the year to ensure children are secure on the fundamentals before moving to the next stage of learning. This also helps prioritise what should be covered in lessons and support offered to particular groups of pupils, and further supports successful transition to the next year group.

In order to ensure consistency and accuracy in the assessment of children's work, three moderation meetings are conducted throughout the year for mathematics. These have a specific focus and allow teachers to benchmark judgements, while ensuring consistent standards and reliable outcomes across the school. Moderation is a collaborative process with colleagues across key stages. The maths lead carries out a detailed data analysis three times a year looking at parity within and across year groups, key stages and key groups. This data analysis is then shared with staff in order to plan further support and interventions for specific children and to inform planning. Additional moderation meetings are also held with Year 2 and Year 6, to focus specifically on the Teacher Assessment Frameworks ensuring they are consistent with Insight judgments.

Assessment of RE

Assessment in KS1 and KS2 slightly differs to show progression and ensure assessment is meaningful and has a positive impact on learning. In KS1, children use a Road Map that takes them through their unit of learning. These are referred to during each lesson and form part of the Smart Notebook lesson plan. This allows children to see the journey they are on and where they are heading in relation to their learning. In KS2, at the beginning and end of each unit of work, children are given a target sheet that is stuck into their RE book. These communicate learning expectations and area of development. Throughout the unit, the children assess themselves against the learning outcomes, highlighting and dating as evidence of their understanding. Learning is assessed at the end of piece of work and at the end of the unit of work to show whether a child working at age related expectation (ARE), working towards ARE or working at greater depth, following the advice of Clifton Diocese. Moderation takes place using documents and exemplars released by the Diocese. It is done across year groups, phases and key stages and judgements are recorded on Insight. Moderation also takes place externally within the GCSP RE Network meetings. Insight enables teachers and the RE Coordinator to monitor and track attainment and progress.

Assessment of Science

Teachers plan for progression throughout the year using the National Curriculum objectives for Science. The curriculum includes the specific scientific disciplines of biology, chemistry and physics. Throughout the teaching of each of these disciplines is a 'Working Scientifically' strand which specifies the understanding of the nature, processes and methods of science for each year group.

Judgements are made about whether children are working at ARE, towards ARE or at greater depth in each lesson against the WALT. These judgements are logged onto the school's tracking system, Insight, regularly and are complete for each unit by the end of each term. In order to ensure consistency and accuracy in the assessment of children's work, three moderation meetings are conducted throughout the year in terms 2, 4 and 6. Teachers look at samples of science work across the ability arrange to ensure accurate judgements against the National Curriculum objectives. Insight enables teachers and the Science Subject Leader to monitor and track attainment and progress. Exemplars are released by the

Department for Education for Years 2 and 6 (end of Key Stages 1 and 2) to support the judgements of teachers within this year groups.

Assessment of Other Subjects

Assessment in all other subjects follows a similar format. Teachers assess children against the National Curriculum objectives which are on insight. Teachers are also provided with progression documents highlighting vocabulary and explicit skills, knowledge and understanding expected of children in each year group which supports teachers with their assessment. Children's achievements in relation to objectives taught are logged onto Insight by class teachers regularly and the assessments are analysed by subject leaders twice a year to identify how children in each class, cohort and school wide group are progressing and at what depth of learning.

Statutory Testing

In term 5, Y2 and Y6 undertake Statutory Assessment Tests (SATs). Y2 tests are marked internally and moderated with other Local Authority schools. Y6 tests are marked externally. Writing is assessed internally and moderated externally.

Foundation Stage Assessment and Reporting:

There is continuous monitoring and assessment of each child's development using Development Matters and the Early Years Foundation Stage Profile. This is updated at stages throughout the year. At the end of the year it provides a summary of every child's developmental and learning achievements. These are shared with our SLT, Year 1 team and parents.

Baseline assessment is guided using Development Matters during the children's first month upon entering the setting full time. Judgments are made on children's development based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all areas of learning and development. Transition records provided from pre-school settings are also used to inform baselines. Using this baseline data gives us the knowledge to build and scaffold children's learning from their various start points.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play.

Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests, play schemas and learning styles. Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress. Observations are recorded in different formats (e.g. On planning, on Tapestry and using information from parents). All practitioners are involved in observing children.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work and talking with children about their task or play.

Electronic Learning Journeys (Tapestry) record children's progress over the academic year in all areas of learning and development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self-assessments and metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.

Tracking Procedures:

Teachers record ongoing daily assessments using Insight. This system allows teachers, subject leaders and the Senior Leadership Team to monitor and track progress for both individuals and groups of children. It visually shows progress that is being made and enables an overview and specific analyses to be carried out to ensure that all groups make expected progress.

The school use progress matrices within pupil progress meetings to identify children who may be falling behind with their progress. This information is then used to inform the timetabling of intervention programmes and performance management discussions.

Reporting to Parents:

- In term 6, parents are invited to meet their child(ren)'s new teachers who communicate the new year group expectations and share information regarding the curriculum covered.
- At the beginning of terms 1, 3 and 5 a newsletter is sent home to every family to promote home/school links and involve families in the learning of their child(ren).
- Throughout the year, Prepare to be Proud events are held to welcome parents into classrooms. Parents have the opportunity to share their child(ren)'s learning environment and view children's work.
- In terms 1 and 3, teachers and EAL staff liaise to ensure that all EAL children's needs are identified and supported.
- Throughout the year, EAL department staff meet with families of EAL children to explain school procedures, the curriculum and to offer support.
- In terms 2 & 4, formal parent and teacher consultation meetings are held to discuss general settling in, to share and review targets and to engage in dialogue about general academic / social / behavioural progress and next steps. There is also an opportunity for parents / carers to see their child(ren)'s work. Where appropriate, these meetings are also attended by EAL department staff or the Inclusion Lead who will discuss additional needs, including working at greater depth.
- In term 6, end of year written reports are sent home to parents using the school's own format on insight. Parents are made aware of their child(ren)'s attainment across a range of subjects whilst strengths and next steps are also shared. Parents are invited to feedback on these reports via a comment slip and follow up meetings are offered if they wish to avail of the opportunity.
- Our ECHP and SEND pupils are given additional meetings to discuss progress with the Inclusion lead to ensure their needs are being met and that they are supported in the best way possible to ensure progress.
- Staff are available at the start and end of each day to discuss parent concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. Our CAFAW team is also available for parents at the beginning and end of each day and will often support teachers in contacting parents with any concerns they may have.

Monitoring:

Monitoring is vital in order to ensure consistency and accuracy of teacher judgement. The senior leadership team track progress to ensure that children are making the required progress and that support is offered to those who require it. This information also forms part of the performance management process of staff and enables training and continued professional development needs to be identified.

Subject leaders monitor their curriculum area assessments to ensure that children are making the required progress in each subject area and that intervention programmes or extension opportunities are offered where appropriate.

The Headteacher reports back to Governors on progress and attainment across the school.