



## **St Mary's Assessment Policy and Practice**

**Adopted by the Governing Body: 13.9.2016**

**To be reviewed: September 2017**

At St Mary's we know that a clear understanding of a pupils needs are essential in order to ensure appropriate learning is planned and our pupil's progress.

### **There are various aspects of assessment**

- **Day-to-day assessment for learning:** this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement.
- **Termly review: a profile of pupils' learning using agreed assessment criteria:** This helps teachers to track pupils' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.
- **End of year assessment – this is the use of summative (or summary) tests and tasks** that formally recognise pupil achievement and are shared with pupils and their parents, both internal and as part of the Statutory Assessments. (See Appendix 1).
- Alongside the above elements of our assessment practice we also have a range of assessments linked to pupils who are of concern. As part of the outcome of our Progress Review Meetings we have a "At Risk" register these are pupils whose progress is not in line with what would expect. In the first instance classroom strategies are deployed through first quality teaching support and observations from the Senior Leadership Team (SLT). If these are still not producing the outcomes then more formal assessments will be undertaken by a range of professionals including SENCO ,Educational Psychologists , Behaviour Support, Speech and Language , or Child and Mental Health Professionals. (Appendix 2)

### **Tracking pupil performance – pupil progress**

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked - or followed, carefully - throughout their time here. The purpose of tracking pupil performance is to:

- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in her learning
- use this information to plan future learning that is pitched at an appropriate level of challenge



- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and consider the reasons for this.

Most pupils join our school in Reception class. An on-entry baseline assessment is undertaken in the first few weeks in school. This is the initial starting point for measuring pupil progress. If a pupil joins during the course of the year an accurate baseline against which to measure future progress needs to be established by teachers into whose class that pupil enters.

### **Attainment, Progress and Achievement**

There is an important distinction between these terms:

**Attainment** refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

**Progress and Achievement** is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term, an academic year, a Key Stage or the whole of a pupil's time at the school.

Termly progress meetings ensure that pupils learning is on track to meet their individual level of predicted achievement.

As a school, we aim to create a high achievement culture and expect every pupil to reach the highest possible attainment that they are capable of. The mark of an outstanding teacher is that every pupil in their charge achieves their best possible outcome in all aspects of their development.

### **Targets**

Targets are set on an individual basis in relation to a pupils specific learning goals. The teachers at St Mary's have high levels of expectations of all pupils so that each individual reaches their potential.

The progress pupils have made targets set will be one of the topics for discussion in teachers' performance management review meetings, which will take place in each academic year. All teaching staff are accountable for the value that is added to each child's learning during the year that they taught their class.



### **Tracking Progress and Attainment**

A record of every pupil's academic performance will be kept on the computerised tracking system School Pupil Tracker. All teachers have access to this and there is an expectation that data should be entered onto it at the appropriate times in the year in preparation for Progress Review Meetings. Alongside this, each teacher is expected to keep their ongoing mark /assessment records to assist with planning next steps in learning.

This will assist school leaders to:

- monitor academic standards and form the basis of the Progress Review Meetings
- analyse the performance of individuals and different groups of pupils
- work with colleagues in developing pupils and each other
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils in an equitable way, on a needs related basis
- identify which pupils should be given the chance to participate in the enrichment classes
- inform Governors, Area Advisors and the Trust Board as to the current position of the school
- hold informed discussions with parents and carers regarding the progress being made by an individual pupil.

### **Assessment Periods**

There is a set period for termly assessments which link into the Progress Review meetings.

English and Mathematics have agreed assessment schedules. (Appendix 3)

English writing is assessed against the Ros Wilson Scale with each pupil having an independent record. There is an expectation that pupil's progress will be shown through an increased point level within their grade before moving to the next grade. (See Appendix 4 St Mary's, Assessment and Tracking Guidance for Age Related Expectation).

Reading and Spelling Ages are completed twice a year. (Appendix 5)

Each pupil has an individual writing assessment book which follows them through the school. There will be an independent written piece which covers a range of genres and is cross curricula, demonstrating the transference of essential skills. These will be completed on a half termly basis.

If a pupil's level of attainment are significantly below the expected, then the class teachers may use the PIVATS assessment guidance.

